

**AN ANALYSIS ARGUMENTATIVE ESSAY USING TOULMIN
MODEL AT THE SECOND SEMESTER OF ENGLISH
LANGUAGE EDUCATION STUDENTS OF UIN
RADEN MAS SAID SURAKARTA IN
THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as a Partial Requirements

For Writing the Thesis



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FACULTY OF CULTURE AND LANGUAGES
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2022/2023**

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Thank you for your attention.

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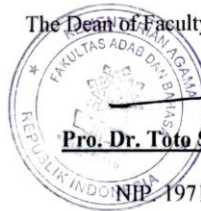
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DEDICATION

The Thesis is dedicated to :

1. Allah SWT and Prophet Muhammad SAW.
2. My beloved father Mr. Suparmin and my beloved mom Mrs. Sri Mulat Indriyati who always support, love, and prayers that always given to me.
3. My beloved siblings they are my older brother Anas Maulana Insyani and his wife Febria Nuriani and my younger sister Desvita Indriana who always gives much love.
4. My favorite person, Muhammad Kresna Gumelar who always being so supportive while I was working on my thesis.
5. All of my classmates F class
6. My Beloved almamater, Raden Mas Said State Islamic University of Surakarta

MOTTO

“Perhaps you hate a thing and it is good for you, and perhaps you love a thing and it is bad for you. Allah knows better, while you do not know”.

(Al-Baqarah: 216)

“Read! In the name of your Lord Who created. He created man form a clot.
Read! And your Lord is Most Honourable, Who taught (to write) the pen.
Taught man what what he knew not”.

(Al-Alaq: 1-5)

“Whoever starts doing good deeds in Islam so that it becomes a habit of the ummat, then they will get the reward and the reward of those who imitate those deeds, without reducing their reward in the slightest”.

(HR. Bukhari Muslim)

“Allah did not create anything stronger than doa’, He has made doa’ stronger than His destiny”.

(Jalaluddin Rumi)

PRONOUNCEMENT

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I hereby sincerely state that the thesis "*An Analysis Argumentative Essay Using Toulmin Model at The Second Semester of English Language Education Students of UIN Raden Mas Said Surakarta in the Academic Year 2022/2023*" is my own original work. To the best of my knowledge and belief, the thesis consists no material previously published or written by another person except where due reference are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 9 June 2023

Stated by,



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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukohajo, 9 June 2023

The Researcher,

Dika Ananda

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ABSTRACT

Dika Ananda. 2023. *An Analysis Argumentative Essay Using Toulmin Model At The Second Semester Of English Language Education Students Of UIN Raden Mas Said Surakarta In The Academic Year 2022/2023*. Thesis. English Language Education. Faculty of Cultures and Languages.

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Keywords : Argumentative Essay, Argument Structure, Argument Quality, Toulmin Model

Argumentative writing plays an important role in academic writing at university level. Argumentative essay is one kind of essay in which the writer attempts to encourage the readers to agree with the opinion explained in the text. However, learners mostly find that writing this a challenging and effortful task. In fact, today the students must be able to produce quality scientific papers, to be able to compete nationally and internationally. This research aims to investigate the elements of the argument and the argument quality in argumentative essay by using Toulmin Model. There are 6 elements based on Toulmin Model, namely claim, ground, warrant, backing, qualifier, and rebuttal.

The research method used is a descriptive qualitative method. The data were taken from the argumentative essay written by the second semester students of English Language Education of UIN Raden Mas Said Surakarta. Data collection technique used in this study is a documentary technique that examines students' argumentative essays. In this study technique of analysis of data are used questions guide from Toulmin Model to analyze elements that used by students, and used argumentation assessment scale by Erduran to analyze argument quality in argumentative essay by using Toulmin Model.

The result of the findings showed that (1) There are 23 students that used 5 elements of Toulmin Model, namely claim, ground, warrant, backing and rebuttal. And there are 1 students that used 6 complete elements of Toulmin Model, namely claim, ground, warrant, backing, qualifier and rebuttal. (2) In the second findings showed that the argument quality by students are level 4 and level 5. In the case of the five elements category that used by students, the argumentation does not used a qualifier elements. The most students write argumentative essay by not only giving one side's point of view.

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes The Background of the Study, Identification of the Problem, Problem Limitation, Problem Statement, Objective of the Study, Significance of the Study, and Definition of Key Terms. Each of the points is presented below:

A. Background of The Study

Writing is an essential skill that students must master in order to succeed in college. According to Harmer (2007), writing is a process and what is written is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. He also stated that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Writing is a form of our thinking, ideas, opinion, imagination, wish, and feeling that is poured into a paper, and hope others know about them by reading the creation.

It is clear that writing skill is important but in fact, the teaching of writing is not successful yet. It can be seen from the learners' performances in writing and their responses towards writing. According to Harsyaf the most English learners might agree that writing is the most difficult skill to master (2009). Students' low interest and lack of ability in writing their ideas with the use of correct grammar, vocabulary, and punctuation are some indicators showing the unsuccessful of teaching writing. The first indicator is the students' low

interest in writing compared to their interest in speaking. They prefer to express their ideas orally rather than express them in written forms. As the result, students can speak English fluently but they cannot write in English well. Another indicator is that most students find it difficult in using correct grammar, vocabulary, and punctuation to compose English sentences into readable and acceptable texts.

Based on the research done previously above on four language skills, the learners tend to state that the most difficult skill to be learned is writing. There are some difficulties faced by learners in writing class. First, they do not have an idea to write. Second, they are still confused about organizing the writing. Third, they often do some mistakes with their lack of knowledge of vocabulary, the grammatical structure, especially in writing activities. Fourth, they are struggling to pick the appropriate word choice to deliver the message.

According to Rizqiyyah (2021) writing is very important for students as it guides them toward academic success in college. But in reality, many students had trouble completing their essays. It is well known that English is not their mother tongue, so students often find it difficult when asked to write their thoughts in English. We know that academic writing is not easy. Additionally, academic writing requires a lot of study and practice to develop a learner's writing skills. To write a good argumentative essay, students must be conscious of communicating their ideas in order to convince the reader.

Purdue (2018) mentions that an argumentative essay is a genre of writing in which the writer has to investigate the topic, find the appropriate evidence

by collecting, generating, and evaluating the data, and show the stance about the topic concisely. Argumentative essay assignments generally call for extensive research or literature or previously published material. In teaching English writing has a fundamental role as it is used to measure someone's ability to deliver a message in written form. This study focuses on writing essays, especially argumentative essays.

It has been justified by many researchers that writing an argumentative essay becomes the most difficult type of essay writing. The factors for challenges faced during the writing argumentative essay include the development of cognitive taxing arguments, and students may not have a structured argument scheme. Along the same line, many students struggle with the process of argument in which they either do not realize that they are supposed to build an argument in their essay or have trouble doing the same. When they are asked to argue for their opinions on any topic, students often do not give any real arguments to believe their opinions are correct. An essay is written, but not an argument.

According Toulmin Model, each argument consists of three primary components, namely claim, data, and warrant. And there are three other additional components, namely qualifier, backing, and rebuttal. Particularly, in writing an argumentative essay, this structure has been used widely in accounting for the different elements that mark the advance of an argument.

This Toulmin model is considered an efficient way to write and evaluate the argument. In its different sections, writers/readers divide a statement and

decide how successfully these parts engage in the entire whole. They define the argument's assertion, and reasons, prove them and determine the usefulness of each through this model. This Toulmin model of argument paradigm, therefore, has been commonly employed in teaching and studying argumentative essays.

There are some advantages of the Toulmin model to be applied in writing an argumentative essay. This model is considered scalable, useful as a heuristic, and can even be taught effectively. The fact that it subsumes inductive, deductive, and analogical reasoning lies in its simplicity. Its importance as a heuristic is shown in the construction of knowledge as constructed stages. and it is used successfully to evaluate the argument component. So, this model helps unskilled writers to produce a simple argument. Furthermore, it is suggested that in leading to successful argumentative writing, the Toulmin model of argument is essential. Therefore, through this model, the argumentation of students' argumentative essays can be analyzed

English department students are expected to have good skills in writing an argumentative essay. It means students need to have an understanding of how to give and develop arguments when composing this essay. However, students still have difficulties doing so. Most students write argumentatively by giving one side's point of view. It makes their essay informative rather than persuasive. Students need to include argument elements based on Toulmin's model of argument in getting a good quality argumentative essay.

The previous research in the analysis of argumentative essays using the Toulmin Model was conducted by Rizqiyyah (2021) in her research journal titled “*An Analysis of Argument of Students’ Argumentative Essay by Using Toulmin Model*”. The data were taken from the argumentative essay written by the fifth-semester students in the undergraduate program of the English Education Department at UMTS Padangsidempuan., this research focused on investigating the argument written by students in writing an argumentative essay by using the Toulmin model. Based on this model each argument is made up of four components, including claim, data, counterargument, and rebuttal. She used descriptive qualitative research design in her journal. The result of the data also showed that the quality of argumentation written by students dropped below level 2 in which students composed the arguments containing a claim and data, but did not provide any rebuttals in their argumentative essay.

The other previous research was conducted by Hanna Sundari and Rina Husnaini in their research journal titled “*The Analysis of Indonesian EFL Argumentative Writing Using Toulmin’s Model: The Structure and Struggles from the Learners*” which aimed to explore the structures of argumentative essay written by Indonesian EFL students from one university in Jakarta Indonesia. Moreover, it investigates their difficulty and constraints during composing the essay. Using a descriptive qualitative design, the authors selected writing assignments and questionnaires for collecting data. The findings of the study show that argumentative papers cover the main elements:

claim (thesis statement), data, rebut, and rebuttal data using either in block pattern or a point-by-point pattern. In addition, the students think that this essay is a difficult task. In general, lack of knowledge, vocabulary, and practice cause the constraints.

The other researcher from China named Rui Yang conducted a research journal titled "*An Empirical Study Of Claims And Qualifiers In ESL Students' Argumentative Writing Based On Toulmin Model*". There are some differences with the previous research, including the focus and this research being more specific. This research studied the relationship between the claims and English argumentative writing performance. Using a quantitative design, The subjects were freshmen at a top university in Northeast China. The study based on the text found that the overall performance of argumentative writing was not related to the complexity of the qualifiers of the student.

Based on the explanation above, the researcher wants to investigate argument elements and quality of an argumentative essay by using the Toulmin model written by the Second Semester English Language Education students at UIN Raden Mas Said Surakarta. UIN Raden Mas Said Surakarta located on Jl. Pandawa, Pucangan, Kartasura, Sukoharjo, Jawa Tengah. The researcher chooses one of the classes in the academic year 2021/2022. The reason of the researcher chose classes A-H (3 students are taken from each class) as the object of this study is 1) Because the course in the second semester entitled "Argumentative Writing" is a continuation of the first-semester course, namely "Composition and Essay Writing". Therefore, in the

Argumentative writing course the focus of students more specifically to write a good argumentative essay. 2) Students' writing ability must be improved because they are categorized as new students, so their writing skills are still quite low, especially in writing argument essays.

Therefore, the research will be conducted under the title "AN ANALYSIS ARGUMENTATIVE ESSAY USING TOULMIN MODEL AT THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDENTS OF UIN RADEN MAS SAID SURAKARTA IN THE ACADEMIC YEAR 2022/2023"

B. Identification of The Problem

Based on the background of the research above, the researcher constructs problem identification as follows:

1. Students do not have any idea to write an argumentative essay
2. Students are still confused when the development of cognitive taxing arguments and students may not have a structured argument scheme
3. Students struggling to pick the appropriate word choice to deliver the message
4. Students have difficulties when delivering the opposite views or supporting views
5. Students find it hard to start writing as not having a clear knowledge of the topic
6. Students have difficulties when identifying elements to make a good essay

C. Problem Limitation

This study focuses on analyzing elements of the argument elements and argument quality in their argumentative essay by using Toulmin Model. The subjects of the study are the students in the argumentative class of the second semester in the English Language Education at UIN Raden Mas Said Surakarta in the academic year 2022/2023. This study also aimed to know the element of the argument and the quality of their argumentative essay by using Toulmin Model.

D. Problem Statement

Based on the background statement above, the researcher can be formulated the problem as follows:

1. What are the elements of the argumentative essay that written by second-semester English Language Education Students at UIN Raden Mas Said Surakarta based on the Toulmin Model?
2. How is the argument quality in argumentative essays that written by second-semester English Language Education Students at UIN Raden Mas Said Surakarta based on Toulmin Model?

E. Objective of The Study

The Objectives of the research intended:

1. To describe the kind of the argument elements in an argumentative essay written by second-semester English Language Education Students at UIN Raden Mas Said Surakarta based on the Toulmin Model

2. To describe the argument quality in argumentative that written by second-semester English Language Education Students at UIN Raden Mas Said Surakarta based on Toulmin Model

F. The Benefit of The Study

There are two benefits of the study:

1. Theoretical Benefits

There are some practical benefits of this research:

- a. The result of this research can be useful to give a new contribution and information of knowledge for everyone, especially the literary in writing argument by using the Toulmin Model
- b. The researcher hopes that the result of the study can be used as a reference for those who want to conduct research in analyzing English arguments in Argumentative essays by using Toulmin Model

2. Practical Benefits

a. For the Students

The result of this study can be used as additional knowledge to improve the ability to write an argumentative essay by using Toulmin Model. And the student can write a good essay by applying the elements contained in the Toulmin Model.

b. For the English Lecturer

The result of the study can be useful for English lecturers in giving material to students on how to write a good essay and correct essay by using the Toulmin Model.

c. For the Other Researcher

The result of this study can be used as a reference for those who want to research the English writing argument by using Toulmin Model

G. Definition of Key Terms

Some definitions of key terms from this research:

1. Argument

According to Van Eemeren (2000) Argumentation is a verbal and social activity of reason aimed at increasing (or decreasing) the acceptability of a controversial standpoint for the listener or reader, by putting forward a constellation of propositions intended to justify (or refute) the standpoint before a rational judge.

2. Writing

According to Caroline (2006), Writing is a combination of process and product of discovering ideas, putting them on paper, and working with them until they are presented in a manner that is polished and comprehensible to readers.

3. Argumentative Essay

According to Purdue (2018), an argumentative essay is a genre of writing that requires the students to investigate a topic; collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner.

4. Toulmin Model

Developed by philosopher Stephen E. Toulmin, the Toulmin method is a style of argumentation that breaks arguments down into six components: claim, grounds, warrant, qualifier, rebuttal, and backing.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the theoretical foundation of related literature as the references to support the researcher in understanding the problem. Therefore, this part consists of a theoretical description and the previous study. The theoretical description presents some theories which are related to the nature of Writing, Argumentative Essay, and The Toulmin Model. The previous study presents a similar study that relates to this research.

A. Theoretical Review

1. The Theories Of Writing

a. The Definition of Writing

Thomas (2005: 3) states that writing is a performance of creating text by handwriting or typing. Furthermore, according to Hoffman (2010: 171), writing is an act of connection and communication with others, which is a way of expressing identity and positioning in relation not only to the world but also readership.

Brown (2007: 81) defines writing as a complex activity including deciding what ones want to write, how to say it, and how to express those ideas on paper in a way that is intelligible to other. Meanwhile, Zamel in Ho (2006: 2) states that writing is a process in which the students explore their thought, construct meaning, and assess them at the same time. It is clear that there are some processes involved in writing. The processes are exploring thoughts and ideas and

constructing meaning at the same time. Bell and Burnaby (in Nunan, 1998:36) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of several variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, and letter for action. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and text

According to Harmer (2007, p.86) writing is a process and what is written is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. Writing is the presentation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). On the other hand, Crystal (2003, p.98) mentioned that writing is multifaceted, it is only logical that it evokes different images. He also stated that writing is a combination of process and product.

The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Writing is a form of our thinking, ideas, opinion, imagination, wish, and feeling that are poured into a paper, and hope others know about them by reading the creation. In writing, the aspects of writing include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation.

Writing is one of the important skills that students need to develop. The ability to write is very important for the academic context, business, and personal relations in the global community (Weigle, 2002:1).

In the academic context, this ability is used to measure the students writing proficiency such as composing academic essays or writing some texts which are included in the curriculum. In the business context, the ability to write is important for those who make business relations with others across the nation by sending an email or composing a business report. Writing a letter or message is also a means of communication that can connect the relationship between people indirectly.

Harmer 2008:98 stated that the most important reason for teaching writing is that it is a basic language skill, just as important as listening, speaking, and reading. Writing activities can also improve the learner's language development. Language learners need to know how to write letters, how to put written reports together, how to reply to advertisements, etc.

According to Doff 1988, the teaching of writing is a matter of prescribing a set of predetermined tasks or exercises to the student. When a set of predetermined tasks or exercises to the student. When teachers teach writing course not only teach about how to den teacher teach writing course not only teach about how to develop ideas in

writing but also need serious attention to how to write English sentences grammatically and systemically. So, teaching writing will be good if depends on the teachers' ability how to teach writing effectively which can make the students' ability is improved.

Writing is not the same as speaking. Writing takes a long time to think up for expressing opinions. It is different from speaking spontaneously and it did not take a long time for expressing an opinion.

According to Harmer Jeremy (2007:7), Writing and speaking are productive skills. It means that the writers and speakers go through producing a language. Furthermore, Rivers, W.M (1981:291) states that writing is more difficult than speaking as writing is communicating into space'. In face-to-face communication, there is little time to think and produce it. However, the product of writing is not as instant as speaking. Writing does not only put the idea into a paper but how the written text can be understandable by paying attention to some aspects to create a well-written text. Writing involves complex thinking that must integrate all of the components such as the topic or theme, word choices, organization, purpose, audience, clarity, sequence, cohesion, and transcription (Westwood Peter, 2008:56)

According to Alice Oshima and Ann Hogue (1997:2), writing is a progressive activity. It means that when someone first writes something down, she has already been thinking about what are going

to say and how are going to say it. Then after finishing it, read over what have written and make changes and corrections. Therefore, writing is never a one-step action, it is a process that has several steps.

Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text. H Douglas Brown (2004:335) states the nature of the composing process of writing which as the product of writing is the result of thinking, drafting, and revising procedures that require specialized skills. Firstly, students have to think of the topic or theme that they are going to write about. Next, they can generate ideas by making a draft for their writing and finally, students can organize and make the revision for the final product.

According to Monaghan (2007:1-2), writing is thinking on paper. It means the important thing about writing for the students is to express feelings and produce them in their own language on paper. The students hopefully can convey ideas, feelings, desires, and knowledge by writing.

Depending on the definition above, the writer concludes that writing is a complicated activity that needs full of concentration and knowledge about what are going to write. Because, riting is a thinking process. However, writing can be learned by everyone through much practicing and reading a lot of books to get inspiration to write. Writing is a way to develop an idea, and express arguments, feelings,

and thoughts in the form of the word in sentences. This language skill is used to communicate with others by writing.

b. The Purposes Of Writing

According to Grenville, there are three purposes of writing: to entertain, to inform, and to persuade, in this research focus is to inform.

1) To entertain

Writing to entertain generally takes the form of imaginary or creative writing. Meaning that the researcher needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways

2) To inform

Writing to inform has a purpose to tell the readers about something. This kind of informative writing can focus on objects, places, procedures, and events it can be seen in newspapers and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) To persuade

The researcher tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow the researchers' opinions and act upon it

c. The Process of Writing

In general, there are four steps of writing according to Linse (2003, p.105), they are:

1) Prewriting

For every piece of writing, there is always a pre-writing activity. Before writing, the writer should let the mind explore the topic possibility. Then, record the ideas to visualize the imagination on a piece of paper. State the purpose and choosing the subject which is known to the writer is important to do carefully. Communication, in written or spoken form, will always have a similar purpose which is to persuade, entertain, or influence the reader.

2) Writing

After have done pre writing, the next stage is to get thoughts and ideas down on paper. The students need to know that at this point in the writing process, they can write down any idea related to the topic. The ideas can be rearranged, added to, and edited later on. Some students may get silly and write things that they think are funny but completely unrelated to the topic. They needed to be reminded that what they write must be related to the chosen topic. Writing is started based on the topic and no need to worry about making mistakes because it is possible to change the idea and words later anyway. After brainstorming the ideas and

subject, someone should write whatever they thought in their mind and it is not necessary to worry about the mistake made in the structure, spelling, vocabulary, grammar, and punctuation as they will have time to revise and edit their writing.

3) Revising and Editing

Reread and edit the writing to revise the mistakes. Revising is the most important step in writing. It aims to improve the writing that has been made and measure how well the idea is stated. Revising can be like rearranging ideas, developing ideas further any idea that does not fit the topic. After revising the idea, the writing can be edited carefully. It focuses on structure, grammar word choices, spelling, and punctuation. Students have a hard time accepting that editing is necessary. Editing is the final process of writing before publishing it whereby students must check their writing.

4) Publishing

After a piece of writing has been edited, it is ready to be published. Publishing refers to putting the writing in a final finished format where it can be shared with others. Publishing can be a great motivator for students.

d. The Types of Writing

In writing, there are types of writing, such as personal writing, academic writing, etc. According to H Douglas Brown (2004:219), there are three genres of writing:

- 1) Academic writing, such as Thesis, dissertation, and academically focused journals. Job-related writing, such as advertisements, letters/emails, and manuals.
- 2) Personal writing, such as Shopping lists, diaries, invitations, and reminders.

According to George E. Wishon and Julia M Burk said that “the form of writing used to tell or relate is called narration: that used to describe is called description: that used to explain or interpret is called exposition the form of writing used to persuade or argue is called argumentation. There are four types of writing:

1) Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in the form of letter and conversation. The conclusion of narration is telling a story that contains problematic experiences.

2) Description

Description means to tell, description means to show, and description is a strategy for presenting a verbal portrait of a person, place, or thing. It can be used as a technique to enrich other forms of writing or as the dominant strategy for developing a picture of “what it looks like”. The conclusion of description is describing a person, place, or thing.

3) Exposition

Exposition is used in giving information, making explanations, and interpreting meaning, it includes editorials, essays, and informative and instructional material. The conclusion of exposition is giving information about something

4) Persuasion/argumentation

Persuasion or argumentation is used in persuading and convincing. In argumentation writing, writing tries to purpose evidence or reason to convince and influence the reader to support the opinion, idea, and attitude as well as the researcher's conviction. The conclusion of argumentation is starting an opinion and supporting it convincingly.

2. Argumentative Text

a. The Definition Of Argumentative Text

Argumentative text is a kind of text that discuss about crucial things in daily life and the purpose of the writer is not only to convey

people the claim of the writer but also proof that the essay is true (Oktoma, 2014). Writing an argumentative essay is a crucial thing for academic students. It is because argumentative is the kind of text that is usually used in academic writing (Hillocks, 2010). However, argumentative is the hardest kind of text to write (Ferretti et al, 2007 as cited in Hasani, 2016) because it should be supported by strong arguments. In the other hand, Hasani (2016) argue that students could not state their arguments well because they are not common with that kind of work and they have less background knowledge to support their topic. In the end, they will not state their arguments clearly in their essay

A good argumentative essay is one that could convey people into the argumentation that is brought by the writer, because according to Henry & Roseberry (1997) the function of argumentative itself is to argue about their opinion and support it (as cited in Amogne, 2013).

Based on the definition above, it concluded that argumentative essay is one of the important basic skills that must be mastered by academic writing. Therefore, in producing a good argumentative essay the author must have extensive knowledge, good ideas, deep thought and opinion about what they want to write.

b. The Process of Writing Argumentative Essay

Writing is not something instant to do. It has a process to go through before someone could produce a good essay. According to

Fulwiler (2002), there are five stages in writing argumentative essay, namely exploring, drafting, researching, revising, and editing.

1) Exploring

Before choosing the right topic, the writer should know the purpose of the essay that they write. After knowing the purpose of the writing, they could start to search the right topic to write. In the other words, this step is the planning of what they want to write later (Fulwiler, 2002). As Grenville (2001) said, ideas will not magically pop up on a blank paper, so the writer could collect ideas from different places and then combine them. The writer could do one of the techniques of prewriting which is listing (Oshima & Hogue, 2007). It will help a lot the writer to choose a topic

2) Drafting

Before drafting, the students could make an outline first, as well as sub-lists. Fulwiler (2002) argues that make an outline could help organize their topic and prevent it become too broad. So, when drafting, they could keep with the organization that they already prepared in the outline. In this step, the students did not need to worry about the grammar. The important thing is they write down their ideas.

3) Researching

In this step, the students do a research for references. Those references will give life to their essay and develop it (Grenville,

2001). Moreover, if they add strong quotations, their essay will get stronger (Fulwiler, 2002) When it comes to argumentative essay, this step is really important. In other words, it is almost impossible not to do a research when the students are writing argumentative essay. Researching could be done by reading as much as they can in a library as well as surfing in the internet.

4) Revising

As the researcher said in the beginning of writing argumentative process, writing is not an instant activity. The students cannot expect their writing is good when they only write once. More drafts mean better essay. In this step, students could ask their friends to read proof their essay. In proofreading, the students could do peer feedback. It was believed that peer feedback from the other students gives more perspectives in their works (Yastıbaş & Yastıbaş, 2015).

5) Editing

Editing is done to recheck students' essay. The whole essay should be checked, from the content and all of the linguistic aspects. The students are correct about their grammar, sentence structure, spelling, and punctuation (Oshima & Hogue, 2006). Wyrick (2013) suggests the writer to check every aspect at different times, do not check all of the aspects at the same time because the writer could miss a few important parts. It is the final

step of the process, or it could be called as writing the final copy of the essay.

c. Problems in Writing Argumentative Essay

There are reasons why writing is a difficult thing to do. In the problems in writing argumentative essay, the researcher used a theory from Byrne as he describes there are three problem aspects in writing. According to Byrne (1988), problems that are usually faced by writers when they are writing are psychological problem, linguistics problems, and cognitive problems. Those three problems will be described as follows:

1) Psychological Problem

In psychological problems, Byrne (1988) stated that writing is difficult because we are not facing our interlocutor and getting feedback directly like when we are speaking. When we are talking to someone, our interlocutor feels our emotions directly through what we discuss or what we talk about. They can see the excitement, joy, or sadness directly. It means that psychological problems concern to the writer's emotions. Moreover, it also deals with how the mind constructs a language to become a sentence. In the other words, it is how to express their idea in written form. Because when it comes to writing, we should make the readers understand to what we feel or what we going deliver to them through our writing.

2) Linguistics Problem

In writing, Byrne (1988) states that we have to make the reader understands the idea we delivered through our words. That is why we have to choose our words carefully. Linguistic features of writing is the key to making our essay understandable and sophisticated.

3) Grammar

Grammar deals with the wrong usage of parts of speech (Pescante-Malimas & Samson, 2017). It includes tenses, prepositions, agreement, word order, articles, pronouns, and other parts of speech. Grammar was the one of the biggest issue faced by Indonesian students (Megaiab, 2014 as cited in Ariyanti, 2016) because the native language of Indonesian students keep meddling while they are learning English. It made them produce a sentence that was very Indonesian-like.

4) Sentence structure

As (McWhorter, 2006) defines, sentence structure is dealing with sentence fragments, run-on sentences and comma splices, subject-verb agreement, shifts and mixed constructions, and misplaced and dangling modifiers.

5) Spelling

McWhorter (2006) divided spelling as capitalization, abbreviations, numbers, italics and underlining hyphens, and spelling.

6) Punctuation

Punctuation deals with commas, semicolons, colons, end punctuation, quotation marks, ellipsis marks, apostrophes, parentheses and brackets, and dashes (McWhorter, 2006).

3. Toulmin's Model Analysis

Argumentation is not a new thing, since some great thinkers, such as Socrates, Plato, and Aristotle, have taught us how to argue cleverly and wisely a long time ago. Argumentation also plays important role in determining how strong science is constructed. Scientists have used their arguments to construct theories, models, and explanations of natural phenomena.

It is exactly true, that argumentation is one of the important learning objects in this modern era. It serves as the basis of nurturing student's scientific literature and critical thinking. Javier et al. (2015) suggest that argumentation is a dialogic process and a fundamental instrument to construct students' more meaningful understanding, therefore its existence in the learning process is absolutely essential.

Toulmin model of argument is developed by Stephen Toulmin. Argumentation, as proposed by Toulmin, is a process of setting out a

logical series of ideas that appear persuasive to readers or hearers (Rex, et. al., 2010). The layout of argument consists of six complex elements: data, claim, qualifier, warrant, backing, and rebuttal (Toulmin, 2003). The main elements are claim, data and warrant; meanwhile, qualifier, backing and rebuttal posit the second-level elements (Qin and Karabacak, 2010).

Thomson, (2004). The model, or scheme, of argumentation proposed by Toulmin to justify the process of defending a certain conclusion, consists of six elements –Claim, Data, Warrant, Backing, Qualifier and Rebuttal– that can be illustrated in any field of practical reasoning, though the argumentation procedures developed in different fields of knowledge or scientific disciplines may vary (Toulmin, Rieke & Janik, 1984).

Toulmin's model of argument has also been used successfully in an educational context. In Simon (2008), the author enriched teachers in the teaching and evaluation of argumentation in science contexts by using a program by which the teachers learn how to identify Toulmin's components in discussions and also teach students how to argue. In the program, the teachers identified the components of arguments in a list of arguments. The author indicated that using Toulmin's model of arguments as a methodological framework could be useful for analyzing argumentation in classrooms. Toulmin's model also has been used in computational argumentation. For instance, Habernal and Gurevych

(2017) used machine learning approaches to identify Toulmin's components of arguments in essays.

According to Toulmin (2003), there are six elements in argumentation:

a. Claim

A claim is the main statement of an argumentative essay. This includes information to accept as true or actions to accept and enact. The claim is the principal argument. The opinion states that asking the audience to accept as true. The claim is a crucial component in the Toulmin model. A good claim makes a focused argument because the claim has characteristic more complex and detailed.

b. Ground

Grounds are the basis of the argument. The grounds are the evidence that the author provides to support their claim. They can include data and hard facts, proof of the author's expertise, or just the basic premises on which the claim is built. The grounds must be information that cannot be challenged, otherwise, it can be seen as simply another claim, which would itself need to be based on a deeper level of evidence.

The grounds are the evidence for a claim. They are the facts, data or reasoning making the case for the claim. The grounds may also include opinions from experts in a field related to your argument.

c. Warrant

The warrant is the reasoning that connects the grounds to the claim. The warrant is the author's explanation of why the grounds are relevant to the claim. The warrant can be explicit (clearly expressed) or implicit (only implied, not stated outright), however, an implicit warrant can leave the argument open to questioning by the reader. The warrant refers to the implicit knowledge that connects the grounds and the claim.

d. Backing

Backing refers to any additional support or explanation provided for the warrant. In many cases, the warrant is implied, and the backing provides support for the warrant by giving a specific example that justifies the warrant. Backing can also be the logic and reasoning that demonstrates that a warrant is true. It is an optional part of the Toulmin model.

e. Qualifier

Qualifier is an indication of relevancy. The qualifier indicates how close, or relevant, the relationship is between the grounds and the warrant. Qualifiers can include words like "most," "sometimes," "usually," or "always" and are a good indication of the general strength of the argument.

A qualifier shows that the claim may not be true in all circumstances. Qualifiers add strength to claims because they help the

readers to understand that they don't expect your opinion to be true all of the time for everyone.

f. Rebuttal

A rebuttal is an acknowledgment of opposing views. By including a rebuttal or qualifier, you help show that you've carefully considered your claim, pre-empting counterarguments and making your claim seem stronger and unbiased. A rebuttal may help persuade reluctant audience members to agree with the claim. A rebuttal is like a mini-argument, and can include several or all of the various elements. It's a recognition and response to another view. And there were 3 ways to respond, the first is concede or agree, the second is refute or prove wrong and the last compromise or modify claim to meet part way.

B. Previous Related Studies

The researcher would like to show some previous studies to prove the originality of this research. The first researcher takes a journal international related to this study which is concerned with analyzing argument by using Toulmin Model. The studies are by Rizqiyyah Nadliroh Siregar , Hermawati Syarif , and Zul Amri (Volume 579) entitled "*An Analysis of Argument of Students' Argumentative Essay by Using Toulmin Model*". This research aimed to investigate the argument written by students in writing argumentative essay by using Toulmin model. Based on the result of the research, it was revealed that the most common parts of argument that are often provided by students in their argumentative essay were claims and data. Average students'

argumentative essay contained at least a claim that was backed by three points of evidence. The result of the data also showed that the quality of argumentation written by students dropped below under level 2 in which students composed the arguments containing a claim and data, but did not provide any rebuttals in their argumentative essay.

Second, research was conducted by Wan Hurani Osman and Junaidah Januin (2021) published an article in the journal titled "*Analyzing ESL Persuasive Essay Writing Using Toulmin's Model of Argument*". The purpose of this research is to examine the rhetorical and linguistic structures used by ESL writers when writing persuasive essays. The author employs Toulmin's model argument to identify the persuasive essay's rhetorical and linguistic structure. The discovery will help to explain both common and uncommon Toulmin model structures in rhetoric and linguistics. This research us The findings have two implications: first, academic teachers can concentrate on the elements necessary to produce competent persuasive ESL writers, and second, textbook developers can base their books on the findings from this study.

The third previous research conducted by Hanna Sundari , Rina Husnaini Febriyanti (2021) "*The Analysis of Indonesian EFL Argumentative Writing Using Toulmin's Model: The Structure and Struggles from the Learners*". The subjects were 25 students who registered on English Education Department and attended an academic writing course in the 2019/2020 academic year. They are all native speakers of Indonesian language. This research aimed to exploring the structures of argumentative essay written by Indonesian EFL

students from one university in Jakarta Indonesia. Moreover, it investigates their difficulty and constraints during composing the essay. Using a descriptive qualitative design, the authors selected writing assignment and questionnaire for collecting data. A layout of Toulmin model of arguments was used in analyzing the essays. The findings of the study show that the argumentative papers cover the main elements: claim (thesis statement), data, rebut, and rebuttal data using either in block pattern or a point-by-point pattern. In addition, the students think that this essay as a difficult task. In general, lack of knowledge, vocabulary and practice cause the constraints. In a specific level, the students report that giving argument, finding support and working on counterarguments become the source of difficulty and constraints.

The Fourth, the researcher takes a journal related to this study which is concerned with argumentative writing. The studies are by Fangyuan Du (2017) written in journal “*The Analysis of Argument-Counterargument Structure in Chinese EFL Learners’ Argumentative Writing.*” The purpose of this study is to examine the argument-counterargument structure of English argumentative essays written by Chinese EFL university students using an adapted Toulmin's (2003) model of argument structure, which consists of four elements (i.e. claim, data, counterargument and rebuttal). It also examines whether there is correlation between the usage of counterargument structure and the overall quality of the participants' essays, as determined by an online AWE (Automated Writing Evaluation) software. Three hundred and ninety students from a Chinese university, and submitted their argumentative essays in

English via the internet. The findings revealed that half of the participants employed a one-sided argumentation model in their writings, while the other half utilized an argument-counterargument framework. The development of counterarguments by the participants had an impact on the overall quality of their essays. The findings' pedagogical implications are also examined.

The third previous research conducted by Resakti Alamsyah, Safnil, and Arono (2017) published an article in the journal titled "*An Analysis of Argument Structure of Research Article of English Postgraduate Program of Bengkulu University Published In Journal*". The purpose of this research is to analyze the written argument in research article of postgraduate students of English and education university Bengkulu, and analyze the argument components to determine the quality of written arguments in a postgraduate students research article, by using Toulmin Argument Pattern (TAP). This study was used a qualitative descriptive approach. The data analysis result show that the common argument pattern employed for arguments in introduction section of Research Article published in JOALL is Semi-complete pattern. In addition there are five types of data used by the authors to ground their arguments they are, Facts, Statistics, Example, Expert Opinion, and A Note on Visual. It can be conclude that the Research Article author published in JOALL have a good argumentative text based on Toulmin Model.

The previous study takes from several sources. So, to make sure the previous study, the researcher wants to show the differences and also the

similarity between the previous study and this thesis. Based on the table below:

Table 2. 1 The Similarity and Differences Journal

No	Previous Study	Similarity	Differences
1	Rizqiyyah Nadliroh Siregar, Hermawati Syarif , and Zul Amri (2021) <i>“An Analysis of Argument of Students’ Argumentative Essay by Using Toulmin Model”</i> .	a. Both of the research focuses analyzing argumentative essay by using Toulmin Model. b. Both of the research have the same method, which is descriptive qualitative research.	The previous study was researching the fifth semester students at UMTS Padangsidimpuan.
2	Wan Hurani Osman and Junaidah Januin (2021) <i>“Analyzing ESL Persuasive Essay Writing Using Toulmin's Model of Argument”</i>	a. The similarity of this research focuses analyzing by using Toulmin Model	a. The previous study was examine Rhetorical and linguistic structures of persuasive essay. The previous study used mixed method.
3	Hanna Sundari , Rina Husnaini Febriyanti	a. The similarity of this research	The previous study investigates their

	(2021) <i>“The Analysis of Indonesian EFL Argumentative Writing Using Toulmin’s Model: The Structure and Struggles from the Learners”</i> .	focuses an analyzing argumentative essay by using Toulmin Model b. Both of the research have the same method, which is descriptive qualitative research.	difficulty and constraints during composing argumentative essay.
4	Fangyuan Du (2017) <i>“The Analysis of Argument-Counterargument Structure in Chinese EFL Learners’ Argumentative Writing.”</i>	The similarity of this research focuses an analyzing argumentative essay by using Toulmin Model	a. The previous study was analyze argument-counterargument structure and measures whether there is a correlation between the use of counterargument structure and argumentative essays. The previous study used quantitative method, meanwhile this

			study used qualitative research.
5	Resakti, Safnil, and Arono (2017) “ <i>An Analysis of Argument Structure of Research Article of English Postgraduate Program of Bengkulu University Published In Journal</i> ”	<p>a. The similarity of this research focuses an analyzing the argument pattern based on Toulmin’s Theory</p> <p>b. Both of the research have the same method, which is descriptive qualitative research.</p>	<p>a. The previous study was researching the postgraduate students University Bengkulu.</p> <p>b. In this previous study used two raters employed to help ensure the validity of the results analysis.</p>

CHAPTER III

RESEARCH METHODOLOGY

This chapter will concern on the methodology and the procedure to develop the study. The discussion is divided into seven sub-chapters. Including research design, research setting, subject of research, research instrument, technique of collecting data, technique of analysis data, and the last is trustworthiness of the data.

A. Research Design

Research design is a blueprint that gives the researcher outlines and details of research procedures ranging from questions of the research problem to the data analysis. Bogdan and Biklen (2007) stated that research design is the researcher's plan for conducting research. Moreover, Ary (2010) added by defining research design as the researcher's preparation of how to proceed in obtaining an understanding of some groups or some phenomena in their natural setting. Research design gives accountability to all steps that will be taken (Margono, 2004).

There are two types of designs in educational research. They are quantitative and qualitative research designs. According to Creswell (2012), quantitative research deals with numeric data which are collected from a large of people using instruments with preset inquiries and responses. In contrast, qualitative research collects data based on words from a small number of individuals so that the participants' views are gained. Bogdan and Biklen

(2007) added that qualitative research is descriptive. It means the data that is collected in a form of words or pictures rather than numbers

Related to the previous explanations, the researcher classified it into descriptive qualitative research. Tohirin (2012: 3) states that qualitative research is research to comprehend phenomena that are experienced by the subject of research behavior, perception, motivation, action, and the other. In addition, Creswell (2010:171) qualitative method is collecting the qualitative data, analyzing them and writing results.

Based on the statement above, the researcher investigated to “Analysis Argumentative Essay By Using Toulmin Model Of The Second Semester English Language Education Student Of UIN Raden Mas Said Surakarta In The Academic Year 2022/2023”

Therefore, qualitative research approach to be used in the researcher’s study. In this research, the researcher investigated the elements of argument and the quality of argumentative essays written by students by using Toulmin model.

The researcher used descriptive qualitative which focuses on the event without giving treatment to the event (Gall, 2007), moreover Gay (2009) adds that descriptive research involves collecting data in order to test a hypothesis or to answer research questions. In this study, qualitative descriptive method will be used to analyze the elements of argumentative essay and describe to quality of argumentative essay written by students of the second semester in UIN Raden Mas Said Surakarta.

B. Research Setting

1. Places of Research

The research will carry out at UIN Raden Mas Said Surakarta which is located at Jl. Pandawa, Dusun IV, Pucangan, Kartasura, Sukoharjo, Jawa Tengah 57168.

2. Time of Research

This research will be conducted in the academic year 2022 / 2023. This research started in January 2023 until June 2023. Here is the timetable of research.

Table 3. 1 The Research Schedule

No	Activities	January	February	March	April	May	June
1.	Pre-Research						
2.	Designing Proposal						
3.	Presenting Proposal						
4.	Collecting Data						
5.	Analyzing Data						
6.	Submitting The Data						

C. Subject of The Research

According to Arikunto (2010), research subjects are things, cases, or people where the data for research variable will be explored by the researcher.

The subjects of this study is second-semester class A-H (3 students are taken from each class) of English Education Department at UIN Raden Mas Said Surakarta in academic year 2022/2023.

The second semester will be chosen because the second-semester students are changing periods from senior high school to college, and also they are very young. In the writing process, they need great attention and guidance from the teachers especially in introducing writing skills such as writing a argumentative essay. For this reason, the student's writing skill is a crucial part in transferring knowledge.

In addition, second-semester students get a course of English Language Study Program of UIN Raden Mas Said Surakarta related to writing, namely "Argumentative Writing" which is a continuation course of "Composition and Essay Writing". Therefore, these second-semester students already have enough provisions in writing argumentative essays.

D. Data and Source of The Data

Arikunto (2002) states that data are the result of facts and numbers that can be substance to arrange the information. Data refer to the rough materials researchers collect from the world they are studying; they are particular that form the basis of analysis. Data include materials the people doing the study actively record. In other words, data are the information gained from the subject of the research. Here, the data are necessary ones to accomplish the research.

In this research, the data used were the data that related to the use of argument elements from the Toulmin model in order to produce quality argumentative texts made by the students when writing their Argumentative essays.

Moreover, the data sources are the subject where is the data can be gained (Arikunto, 2006: 129). Therefore, the data source is the subject that becomes the source of information to the researcher. Data sources in this study are students' argumentative essay compositions from students of English Language Education Department who take course of an argumentative writing class at UIN Raden Mas Said Surakarta in academic year 2022/2023.

E. Research Instrument

The tools which used by the researcher in collecting the data are called research instruments. Annum (2016), states that research instrument is some tools for collecting the data. By using this instrument, the researcher could convince the readers that the data were valid and clear to be presented.

It is crucial to define the research instrument in this study. In addition, according to Arikunto (2010) in order to facilitate the researcher, research instrument is chosen as assisting tool to collect the data. Ary (2010) stated that the most common research instruments used in qualitative research are observation, interview, and document analysis. In this study, the researcher uses document analysis.

The researcher use document analysis as the only instrument used in this study. According to Brown (2009), document analysis is a form of qualitative

research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. The form of document analysis used by the researcher is the result of students' argumentative writing given by their lecturer and it is in the form of soft documents.

F. Technique of Collecting Data

Technique of data collection is the technique or the ways that can be used to collect the data by the researcher. According to Arikunto (2012: 114) says that instrument is the tool by the researcher when she or he uses the method. Research instrument is very important to obtain the result for it is a set of methods, which is used to collect the data.

This study employed a document analysis as the technique for collecting data. Document analysis is one of the methods for collecting data in qualitative study (Alwasilah, 2011) because it enables a student to review and evaluate the documents written texts being studied (Brown, 2009).

Hence, in this case, the documents used to analyze in this research were students' writing, which meant the researcher sought understanding by collecting the data through analyzing the documents, which are in the form of students' argumentative writing written by the second semester students of English Education Department UIN Raden Mas Said Surakarta.

The procedures of collecting the data are as follows:

1. The students were asked for writing an argumentative essay based on Toulmin Model. They must choose one topic.

2. The researcher went to the lecturer and asked permission to copy or doubled the data and take the result of the students' argumentative essays writing.
3. The results of the students' argumentative essays writing were collected by the researcher.
4. After collecting the texts from the students, then the researcher read and understood the students' work
5. The element made by the students in their argumentative essays were analyzed by the researcher.

G. Technique of Analysis Data

After collecting the data, students' argumentative essay will be analyzed, as follows:

1. Analysis Data To Identify The Elements Of Argumentative Essay Based On Toulmin Model

Table 3. 2 Questions to Guide Identification and Justification of Elements

No	Argumentative Elements	Question
1	Claim	What exactly is your position statement?
2	Ground	What is the evidence that...?
3	Warrant	What strengthens the reasoning results?
4	Backing	Is the warrant solidly backed for supporting the grounds?
5	Qualifier	Is there any other possibility?

6	Rebuttal	Does the wording of the claim allow for these exceptions?
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Thus, we used these questions to guide us in determining the appropriate elements in the participants' writing. The questions also helped justify why the sentence or phrase was considered as the said element.

2. Analysis Data To Identify The Quality Of Argumentative Essay Based On Toulmin Model

In order to analyze the argument levels formed by students through the activities prepared for the research, the Toulmin Argumentation Model (TAM) used by Erduran et al. (2004) in their studies was used. This assessment scale is the developed form of the model used to determine the quality of argumentation in the Toulmin Argumentation Model.

In this assessment model, student arguments were classified as Level 1, Level 2, Level 3, Level 4 and Level 5 according to the argument components they contain. This analytical scale developed by Erduran et al. (2004) is shown in a more detailed way in Table below according to the argument components and levels they contain.

Each level in this scale was categorized by the researcher by elaborating in itself, and each category was converted to a standard argumentation assessment rubric by scoring as 1, 2 and 3. In this process, support was received from an evaluation and assessment specialist and three field experts. Thus, a more accurate assessment tool was developed

to determine the quality of arguments formed by students. Argumentation assessment rubric developed by the researcher is shown in Table 3.3.

Table 3.3 Converted Form of Argumentation Assessment Scale Developed by Erduran et al. into Argumentation Assessment Rubric by the Researcher

Table 3. 3 Assessment Scale Develop by Erduran

Argumentation Level	Score	Argumentation Content (Criterion)
Level 1	1	No clear claim (indirect claim)
	2	A simple claim
	3	A simple claim and counter-claim
Level 2	1	Claim + Ground
	2	Claim + Warrant
	3	Claim + Ground + Warrant
Level 3	1	Claim + Warrant + Backing
	2	Claim + Ground + Backing
	3	Claim + Ground + Warrant + Backing
Level 4	1	Claim + Ground + Warrant + Rebuttal
	2	Claim + Ground + Backing + Rebuttal
	3	Claim + Ground + Warrant + Backing + Rebuttal
Level 5	1	Claim + Ground + Warrant + Backing + Qualifier

	2	Claim + Ground + Warrant + Rebuttal + Qualifier
	3	Claim + Ground + Warrant + Backing + Rebuttal + Qualifier

The rubric developed by the researcher was arranged in a way that each level would be at least 1 point and 3 points at the most to facilitate assessment. Thus, the rubric was converted into a form that students could get 5 points at the least and 15 points at the most.

H. Trustworthiness Data

In analyzing data, the researcher also needed to analyze the validity of the data sources to get valid data. To show the trustworthiness data, the researcher used the triangulation technique. The triangulation technique is the technique of examining the trustworthiness of the data using things outside the data to examine the data and to be compared the data (Moleong, 2002:178). Denzin in Moleong (2000) divides triangulation into four kinds. They are :

1. Triangulation by using the sources

The researcher will compare and check the credibility of the informants found in the observations with interview data and compare them with related documents.

2. Triangulation by using the methods

The researcher checks the credibility of research data and data sources by using several data collection techniques. In addition, the researcher checked the credibility of the data by analyzing it using the same method

3. Triangulation by using the theory

The technique of examining data by looking for standard comparisons from analytical explanations as supporting data to obtain valid evidence from research results.

4. Triangulation by using the investigator

The researcher will recheck the credibility of the data through her research or other research.

In this study, researchers used triangulation by using the theory. The theoretical triangulation is used in scoring the data. The theory of analyzing argumentative essay is developed by Toulmin Model that are two parameters of the elements and quality of argumentative essay.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter's research findings and discussion section discuss the answer from the formulation of the problems mentioned in chapter one. The result of the research was presented from the data obtained by the researcher through documentation. In this study there are two objectives 1) To find out the elements of argumentative essay based on Toulmin Model, and 2) To know the level argumentation of argumentative essay based on Toulmin Model.

The researcher uses code for analyzing document and also to read this research easier. The coding in this research are :

S.1.A : Student 1 class A

Dat : Data

Cl : Claim

Gr : Ground

Wr : Warrant

Bk : Backing

Ql : Qualifier

Rb : Rebuttal

A. Research Findings

The findings consist of the description of data. After the data had been collected from the sample of the research, the data was going to be described. In describing the data, it involves analyzing of the data.

This research was held at English Language Education Study Program at UIN Raden Mas Said Surakarta which is located on Jl. Pandawa, Dusun Pucangan, Kartasura, Sukoharjo, Jawa Tengah. This research finding is answering the problem statement formulated before.

In this chapter, the researcher presents the answer to the problem statement contained in this chapter. The problem statement is to know what are the elements of argumentative essay and how the argument quality of argumentative essay that written by students based on Toulmin Model. This research involved 24 students from the second semester of English Language Education Students in the academic year 2022/2023. The result showed following the data

The data obtained by the researcher was given a sample code to facilitate the analysis process. And there are 24 students consisting of class A-H, and in each class 3 students are taken who have written argumentative essays with the best grades. The aim is that the selected argumentative essays will meet the classification criteria to be analyzed using the Toulmin model.

1. The Elements of the Argumentative Essay based on Toulmin Model

For the first purpose of this research is to describe kind of the argument elements that are used by students. The data were taken based on argument components contained in the argumentative essay written by the second semester then classified the patterns from the component based on Toulmin Model. The

researcher analyzed the data of the students based on the components of Toulmin Model (Claim, Ground, Warrant, Backing, Qualifier and Rebuttal). The description illustrates the student's category in writing argumentative essay.

a. Elements of Argumentative Essay By Class 2A

There are 3 argumentative essays out of 35 argumentative essays that have been analyzed utilizing the elements contained in the Toulmin Model. below is one example of an argumentative essay excerpt that utilizes elements of the Toulmin Model from class 2A.

Argumentative Essay by S.1.A :

“I disagree to say that LGBT should have room in public spaces. In Indonesia LGBT is still a something that is prohibited, especially for groups that they thought are based on Religion. The Indonesian Religious leaders council issued this fatwa regarding LGBT. Fatwa commission with all of more 50 member religious leaders from various Islamic organization gathered and issued a fatwa against the practice of intercourse LGBT. LGBT can harms one’s health, education and morals. They can cath may diseases such as analor, rectal cancer, HIV/AIDS and etc. Either way, people who agree with LGBT must be awakened and returned according to human nature, male or female.”
(Dat/S.1.A)

The argumentative essay text above is written by S.1.A. The students choose a topic with the title "The LGBT Community Should Have Room in Public Space". The score of the text written by S.1.A received a score of

3.75 in the Excellent category. Various elements of the Toulmin Model will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"I disagree to say that the LGBT should have room in public space"*.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that LGBT people should not have room in public space?"*. The sentence that shows the answer to the question is *"In Indonesia LGBT is still something that is prohibited, especially for groups that they think are based on Religion"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"The Indonesian Religious leaders council issued this fatwa regarding LGBT. Fatwa commission with all of more 50 member religious leaders from various Islamic organizations gathered and issued a fatwa against the practice of intercourse LGBT."*

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is *"LGBT can harms one's health, education and morals. They can catch may diseases such as Analor, rectal cancer, HIV/AID and etc"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *"Either way, people who agree with LGBT must be awakened and returned according to human nature, male or female"*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.1.A above contains 5 elements of the Toulmin model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.2.A :

“I disagree because marriage between two different brides is not a simple matter in Indonesia. Besides having to go through social and cultural friction, the bureaucracy that must be passed is complicated. It is no wonder that many couples with different beliefs end up choosing to marry abroad. Couples who decided to marry abroad will later receive a marriage certificate from the country concerned our from local representative of Republic of Indonesia. The impact of interfaith marriage is viewed from psychological perspective. Person can be said to be mentally healthy when he is prosperous, both psychology, emotionally, and socially. In fact, based on decision of the Supreme Court Number 1400K/Pdt/1986, Couples with different beliefs can request an court order. The jurrispudence state that the civil registry office may enter into interfaith marriage because the civil register office’s job is to record, not legalize”. **(Dat/S.2.A)**

The argumentative essay text above is written by S.2.A. The students choose a topic with the title "The Government Should Altemose The Interfaith Marriage". The score of text written by S.2.A received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on facts. Seyler (3012) states that one type of position statement element is a claim of fact, although facts are supporting position statements, but we can also argue about some facts. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"I disagree because marriage between two different brides is not a simple matter in Indonesia"*.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that marriage between two different brides is not simple matter in Indonesia?"*. The sentence that shows the answer to the question is *"Beside having to go through social and cultural friction, the bureaucracy that must be passed is complicated"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"It is no wonder that many couples with different beliefs end up choosing to marry abroad. Couples who decided to marry abroad will later receive a marriage certificate from the country concerned our from local representative of Republic of Indonesia."*

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is *"The impact of interfaith marriage is viewed from psychological perspective. Person can be said to be mentally healthy when he is prosperous, both psychology, emotionally, and socially"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *"In fact, based on decision of the Supreme Court Number 1400K/Pdt/1986,*

Couples with different beliefs can request an court order. The jurisprudence state that the civil registry office may enter into interfaith marriage because the civil register office's job is to record, not legalize."

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.2.A above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.3.A :

"I strongly disagree if LGBT people are given space in public space because it can affect one's health, education, and moral. Here some reasons I disagree with the above topic, the first is bad for health. Next, LGBT is not justified by the government ab religion. The third reason is that usually LGBT people are atheists the fourth reason is it should be noted that some families do not like this kind of deviant sexual behavior of LGBT. WHO data states that gay and transgender people have a 20 times greater risk of contracting HIV/AIDS compared to the moral population. And LGBT is against Pancasila, against article 28 of the 1945 constitution of the Republic Indonesia, especially related to the issue of the right. However, LGBT has violated the rules of both religion and government regulations, especially in Indonesia. In addition, although it can be said that LGBT is human right." **(Dat/S.3.A)**

The argumentative essay text above is written by S.3.A. The students choose a topic with the title "The LGBT Community Should Have Room in Public Space". The score of the text written by S.3.A received a score of

3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on facts. Seyler (3012) states that one type of position statement element is a claim of fact, although facts are supporting position statements, but we can also argue about some facts. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"I disagree because marriage between two different brides is not a simple matter in Indonesia"*.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that marriage between two different brides is not simple matter in Indonesia?"*. The sentence that shows the answer to the question is *"Beside having to go through social and*

cultural friction, the buerecracy that must be passed is complicated ".

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?".* The answer to this question is found in the sentence *"It is no wonder that many couples with different beliefs end up choosing to marry abroad. Couples who decided to marry abroad will later receive a marriage certificate from the country concerned our from local representative of Republic of Indonesia."*

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?".* The sentence that shows the answer to the question is *"The impact of interfaith marriage is viewed from psychological perspective. Person can be said to be mentally healthy when he is prosperous, both psychology, emotionally, and socially".*

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these*

exceptions?". The answer to this question is "In fact, based on decision of the Supreme Court Number 1400K/Pdt/1986, Couples with different beliefs can request an court order. The jurrispudence state that the civil registry office may enter into interfaith marriage because the civil register office's job is to record, not legalize."

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.2.A above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

From the explanation of the analysis above, it can be seen that students from class 2A have used Toulmin's 5 elements well, namely claim, ground, warrant, backing and rebuttal. But from the analysis above, the argumentative essay that has been analyzed by the researcher did not find the qualifier element.

b. Elements of Argumentative Essay By Class 2B

There are 3 argumentative essays out of 35 argumentative essays that have been analyzed utilizing the elements contained in the Toulmin Model. below is one example of an argumentative essay excerpt that utilizes elements of the Toulmin Model from class 2B.

Argumentative Essay by S.4.B :

“Motivation is very influential on a person’s success, it can even determine their destiny in the future. Firstly, motivation can galvanise you. Secondly, motivation can relieve stress. Thirdly, motivation can be the basis for realizing your dreams. According to *idntimes.com*, a motivational word can make you understand to your problem. And according to *jimfeb.ub.ac.id*, a motivation can reduce work stress. So. When you’re in a stress condition, you can look for some motivation. Next, an effective path to success is motivation. A smart person cannot be fully successful without motivation. Although sometimes when stressed a person also needs rest and sightseeing”. **(Dat/S.4.B)**

The argumentative essay text above is written by S.4.B. The students choose a topic with the title "Motivation Is More Important For Success Than Intelligence". The score of the text written by S.4.B received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on facts. Seyler (3012) states that one type of position statement element is a claim of fact, although facts are supporting position statements, but we can also argue about some facts. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question "*What exactly is your position statement?*" The

sentence that shows the answer is *"Motivation is very influential on a person's success"*.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyley, 2012: 80). In this text, there are 3 grounds that support claim. To identify the Ground element, we can use the question *"What is the evidence that motivation is very influential on a person's success?"*. The sentence that shows the answer to the question is *"Firstly, motivation can galvanise you. Secondly, motivation can relieve stress. Thirdly, motivation can be the basis for realizing your dreams"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. In this text there are some warrant that support grounds. The answer to this question is found in the sentence *"According to idntimes.com, a motivational word can make you understand to your problem. And according to jimfeb.ub.ac.id, a motivation can reduce work stress. So.*

When you're in a stress condition, you can look for some motivation".

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is *"Next, an effective path to success is motivation. A smart person cannot be fully successful without motivation"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *"Although sometimes when stressed a person also needs rest and sightseeing"*

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.4.B above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.5.B :

"I disagree if anyone argues that LGBT community should have public space in Indonesia. Because LGBT is a form of sexual deviance that has violated religious norms and the actions taken are contrary to

the teachings or nature given by God Almighty as his creation. In Indonesia, where most of the people adhere to the teachings of Islam, this is very contrary to what is taught in Islam. In Islam it is strictly forbidden to have LGBT, even though from the beginning of life every human being has been formed in pairs. LGBT can harm one's health, education and moral. The gay have anal sex so they have high risk of developing anal cancer. However, even though they agree with the opinion that LGBT should have space in Indonesian society, there are already many LGBT actors out there.”(Dat/S.5.B)

The argumentative essay text above is written by

S.5.B. The students choose a topic with the title "The LGBT Community Should Have Public Space in Indonesia". The score of the text written by S.5.B received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"I disagree if anyone argues that LGBT community should have public space in Indonesia"*.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that LGBT community should not have public space in Indonesia?"*. The sentence that shows the answer to the question is *"Because LGBT is a form of sexual deviance that has violated religious norms and the actions taken are contrary to the teachings or nature given by God Almighty as his creation"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"In Indonesia, where must of the people adhere to the teachings of Islam, this is very contrary to what is thought in Islam. In Islam it is strictly forbidden to have LGBT, even though from the beginning of life every human being has been formed in pairs"*

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly*

backed for supporting the grounds?". The sentence that shows the answer to the question is "LGBT can harm one's health, education and moral. The gay have anal sex so they have high risk of developing anal cancer".

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question "*Does the wording of the claim allow for these exceptions?". The answer to this question is "However, even though they agree with the opinion that LGBT should have space in Indonesian society, there are already many LGBT actors out there".*

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.5.B above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.6.B :

"I disagree if LGBT community is given a public space in Indonesia. The first important thing why LGBT should not be given public space is because it will break the Indonesian National Principle, Pancasila. The first principle of Pancasila is to believed in God. Every religion in Indonesia don't allow their followers to have relationship with the same sexuality use it will break the Indonesian National Principle. The second reason making LGBT community should have not given in public

space is because it is not good for existence of Indonesian in the future couples with same gender or sexuality cannot make any children. Some might said that we should be fine with LGBT community because it is their choices, and we should respect the human right. A lot of people said that the LGBT community should have public space in Indonesia".
(Dat/S.6.B)

The argumentative essay text above is written by S.6.B. The students choose a topic with the title "The LGBT Community Should Have Public Space in Indonesia". The score of the text written by S.6.B received a score of 4.00 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question "*What exactly is your position statement?*" The sentence that shows the answer is "*I disagree if LGBT community is given a public space in Indonesia*".

Ground elements are used to support the position statement elements presented. Ground elements have

several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question "*What is the evidence that LGBT people should not have given a public space in Indonesia?*". The sentence that shows the answer to the question is "*The first important thing why LGBT should not be given public space is because it will break the Indonesian National Principle*".

After finding the claim and ground elements, the researcher identified the warrant element by asking the question "*What strengthens the reasoning results?*". The answer to this question is found in the sentence "*The first principle of Pancasila is to believed in God. Every religion in Indonesia don't allow their followers to have relationship with the same sexuality.*"

After that, the researcher identified the backing element by asking the question "*Is the warrant solidly backed for supporting the grounds?*". The sentence that shows the answer to the question is "*The second reason making LGBT community should have not given in public space is because it is not good for existence of Indonesian*

in the future couples with same gender or sexuality cannot make any children”.

Then the researcher identifies the Qualifier element by asking questions *“Is there any other possibility?”. The answer to this question is “Some might said that we should be fine with LGBT community because it is their choices, and we should respect the human right”*

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *“Does the wording of the claim allow for these exceptions?”. The answer to this question is “A lot of people said that the LGBT community should have public space in Indonesia”.*

From the explanation of the analysis above, it can be seen that students from class 2A have used Toulmin's 5 elements well, namely claim, ground, warrant, backing and rebuttal. On the other hand, only 1 student used the complete 6 elements of the Toulmin Model. The researcher found the elements of claim, ground, warrant, backing, qualifier, and warrant.

c. Elements of Argumentative Essay By Class 2C

There are 3 argumentative essays out of 35 argumentative essays that have been analyzed utilizing the elements contained in the Toulmin Model. Below is one example of an argumentative essay excerpt that utilizes elements of the Toulmin Model from class 2C.

Argumentative Essay by S.7.C :

“I disagree with this opinion. Because, I think there are negative effects if LGBT have space in Indonesian public space. The risk of LGBT can be caused for several reasons. An example of such a reason is the first is due to environment factors. The second example is genetic factors. This is due to unbalanced hormones in the body. And the last is traumatic experience factor. Sex outside marriage is called adultery which is a very despicable offense. Recently behavior in the forms of adultery, homosexuality, lesbian and various strange behavior in terms of sex, is widely discussed by the Indonesian people, both through electronic, print and through seminar and discussion. The term that develop in sexual behavior and strange behavior is called LGBT. In Qur-an has described qualities of the Prophet Luth who did not marry woman, as found in Q.S Al-Araf (80-84).It can be concluded that LGBT should not have space in Indonesian public. Because there are many statement that LGBT has many negative impact. Not only not connect with Indonesian law, LGBT is not allowed in religion.

KOMNAS HAM said that state has an obligation to protect Indonesian citizens of any kind ethnicity, religion, race, or minorities and meet the human rights need of all Indonesian citizens regardless of ethnicity, religion, including minorities and vulnerable groups including LGBT. From this statement, it can be concluded that it is inevitable for LGBT groups to get their human right in the form of guaranteed treatment or treatment for

LGBT diseases. In addition to the human right possessed by LGBT group there are actually also human rights obligation (HAM) that must be obeyed by everyone as stated in Article 29. P1-2 of HAM". **(Dat/S.7.C)**

The argumentative essay text above is written by S.7.C The students choose a topic with the title "LGBT Should Have Space In Indonesian Public". The score of the text written by S.7.C received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question "*What exactly is your position statement?*" The sentence that shows the answer is "*I disagree with this opinion. Because, I think there are negative effects if LGBT have space in Indonesian public space*"

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations,

reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question "*What is the evidence there are negative effects if LGBT have space in Indonesian public space?*". The sentence that shows the answer to the question is "*The risk of LGBT can be caused for several reasons. An example of such a reason is the first is due to environment factors. The second example is genetic factors. This is due to unbalanced hormones in the body. And the last is traumatic experience factor.*".

After finding the claim and ground elements, the researcher identified the warrant element by asking the question "*What strengthens the reasoning results?*". The answer to this question is found in the sentence "*Sex outside marriage is called adultery which is a very despicable offense. Recently behavior in the forms of adultery, homosexuality, lesbian and various strange behavior in terms of sex, is widely discussed by the Indonesian people, both through electronic, print and through seminar and discussion. The term that develop in sexual behavior and strange behavior is called LGBT. In Qur-an has described qualifies of the Prophet Luth who did not marry woman, as found in Q.S Al-Araf (80-84)*"

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is *"It can be concluded that LGBT should not have space in Indonesian public. Because there are many statement that LGBT has many negative impact. Not only not connect with Indonesian law, LGBT is not allowed in religion"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *"KOMNAS HAM said that state has an obligation to protect Indonesian citizens of any kind ethnicity, religion, race, or minorities and meet the human rights need of all Indonesian citizens regardless of ethnicity, religion, including minorities and vulnerable groups including LGBT. From this statement, it can be concluded that it is inevitable for LGBT groups to get their human right in the form of guaranteed treatment or treatment for LGBT diseases. In addition to the human right possessed by LGBT group there are actually also human rights obligation*

(HAM) that must be obeyed by everyone as stated in Article 29. P1-2 of HAM". S.8.C provides a strong enough rebuttal because the writer includes sources from several theories from a figure and other sources.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.7.C above contains 5 elements of the Toulmin model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.8.C :

“But in my opinion, LGBT doesn’t need to be given space in Indonesian public. The level of rejection and acceptance of LGBT in Indonesia is still a taboo subject, especially for groups that his thought are based on religion. MUI has even issued of fatwa against the practice of intercourse unions and some-sex marriage. According to Lehman and Thornwel, people views on LGBT issues still very depending on cultural background, religion, social group, media, family, peer association, gender and inferactions with LGBT individuals. Indonesia as a sovereign country and has its own law which has been explained in article of law number 1 year 1971 concerning marriage that “marriage is a physical and spiritual bond between a man and woman as husband and wife with the aim of forming a happy and eternal family based on belief in the one and only God”. There are also some people who are neutral, accept LGBT people but don’t carry out activities openly. This group assumes everyone has the same right to live ,fulfill out the right as human being but still consider the local context.”
(Dat/S.8.C).

The argumentative essay text above is written by S.8.C. The students choose a topic with the title “LGBT Should Have Space in Indonesian Public”. The score of the text written by S.8.C received a score of 4.00 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer’s view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question “*What exactly is your position statement?*” The sentence that shows the answer is “*But in my opinion, LGBT doesn’t need to be given space in Indonesian public*”.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question “*What is the evidence that LGBT people should not to be given space in Indonesian*

public?". The sentence that shows the answer to the question is *"The level of rejection and acceptance of LGBT in Indonesia is still a taboo subject, especially for groups that his thought are based on religion. MUI has even issued of fatwa against the practice of intercourse unions and some-sex marriage"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"According to Lehman and Thornwel, people views on LGBT issues still very depending on cultural background, religion, social group, media, family, peer association, gender and inferactions with LGBT individuals."*

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is *"LGBT can harms one's health, education and morals. They can cath may diseases such as Analor, rectal cancer, HIV/AID and etc"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question

“Does the wording of the claim allow for these exceptions?”. The answer to this question is “There are also some people who are neutral, accept LGBT people but don’t carry out activities openly. This group assumes everyone has the same right to live, fulfill out the right as human being but still consider the local context.”

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.8.C above contains 5 elements of the Toulmin model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.9.C :

In my opinion, LGBT is something that is deviant. LGBT should not be given a public space for some reason. The first is the thirst for recognition. Second, is that it can have a negative impact on children. Third is that the safety of children is threatened. From a news quote from Mediabogor.id explaining that people who become LGBT feel they need to be recognized by other. And quoted from TribunBatam.id homosexuals have abused 33% of children in the united states. LGBT is a very perverted thing. There is nothing in any book that allows same-sex intercourse. As is the case with lgbt cases which are considered as a normal in everyday life. **(Dat/S.9.C)**

The argumentative essay text above is written by S.9.C. The students choose a topic with the title “LGBT Should Have Space in Indonesian Public”. The score of the text written by S.8.C received a score of 3.75 in the

Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question "*What exactly is your position statement?*" The sentence that shows the answer is "*In my opinion, LGBT is something that is. LGBT should not be given a public space for some reason*".

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question "*What is the evidence that LGBT is something that is. LGBT should not be given a public space?*". The sentence that shows the answer to the question is "*The first is the thirst for recognition. Second, is that it can have a negative impact on children. Third is that the safety of children is threatened.*".

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *“What strengthens the reasoning results?”*. The answer to this question is found in the sentence *“From a news quote from Mediabogor.id explain that people who become LGBT feel they need to be recognized by other. And quoted from TribunBatam.id homosexuals have abused 33% of children in the United States”*

After that, the researcher identified the backing element by asking the question *“Is the warrant solidly backed for supporting the grounds?”*. The sentence that shows the answer to the question is. *“LGBT is a very perverted thing. There is nothing in any book that allows same-sex intercourse”*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *“Does the wording of the claim allow for these exceptions?”*. The answer to this question is *“As is the case with lgbt cases which are considered as a normal in everyday life.”*

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay

written by S.9.C above contains 5 elements of the Toulmin model, namely Claim, Ground, Warrant, Backing and Rebuttal.

From the explanation of the analysis above, it can be seen that students from class 2C have used Toulmin's 5 elements well, namely claim, ground, warrant, backing and rebuttal. But from the analysis above, the argumentative essay that has been analyzed by the researcher did not find the qualifier element.

d. Elements of Argumentative Essay By Class 2D

There are 3 argumentative essays out of 35 argumentative essays that have been analyzed utilizing the elements contained in the Toulmin Model. Below is one example of an argumentative essay excerpt that utilizes elements of the Toulmin Model from class 2D.

Argumentative Essay by S.10.D :

“There are several reasons why being single can be better for students. First and foremost, being single allows students to focus on themselves and their personal growth. Furthermore, being single can offer a sense of freedom and independence that is often lost in a relationship. Another advantage of being single is the ability to build strong friendships and social connections. Finally, being single can help individuals gain a deeper understand of themselves and what they want in a future partner. By taking time to reflect on past relationship and experience, individuals can develop a better understanding of their own values and priorities. In conclusion, while being in a relationship can offer

emotional support and intimacy, being single allows individuals to focus on personal growth. In other hand, being single allows individuals to invest time only in their friendship not with someone special. **(Dat/S.10.D).**

The argumentative essay text above is written by S.10.D. The students choose a topic with the title “Advantage of Being Single For Students”. The score of the text written by S.10.D received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer’s view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question “*What exactly is your position statement?*” The sentence that shows the answer is “*There are several reasons why being single can be better for students*”. The claim above is categorized as a claim with a low level of acuity, because the writer does not directly convey the position statement. The writer only mentions about several reasons why being single can be better for students.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *“What is the evidence that being single can be better for students?”*. The sentence that shows the answer to the question is *“First and foremost, being single allows students to focus on themselves and their personal growth. Furthermore, being single can offer a sense of freedom and independence that is often lost in a relationship. Another advantage of being single is the ability to build strong friendships and social connection”*..

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *“What strengthens the reasoning results?”*. The answer to this question is found in the sentence *“Finally, being single can help individuals gain a deeper understand of themselves and what they want in a future partner. By taking time to reflect on past relationship and experience, individuals can develop a better understanding of their own values and priorities”*. The warrant presented also has a fairly low level of sharpness, because the writer only writes

the reasons according to the writer's view. Not according to theories from scientists or other more reliable sources.

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is. *"In conclusion, while being in a relationship can offer emotional support and intimacy, being single allows individuals to focus on personal growth"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *"In other hand, being single allows individuals to invest time only in their friendship not with someone special"*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.10.D above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.11.D :

"But, if we look at it on a micro scale. We often find that the smartest person in our class when we were

at school or college was not always the most successful in the definition of income. Alice Boys. PHd. A clinical psychologist in the Harvard Business review stated smart people focus too much on intellectual abilities and do not practice other skills that are also important. When in many things such as social relations communication skills, friendship network and so on are also conditions for one's success. In solving problems, it turns out that the most important thing is action, experimentation because by trying to solve them. This causes smart people sometimes difficult to achieve success. From the data owned by Thomas J. Stanley. It turns out that good grades namely NEM, GPA, and ranking are only the 30th success factor, while the IQ factor ranks 21st and going to a favorite University/school ranks 23rd. Among the main factors that influence one's success are honesty, discipline in the first. But, smart people when they are in education can solve various problems more easily. Without the help of others. Even so when he entered the world of work, he felt he could do better". (Dat/S.11.D)

The argumentative essay text above is written by S.11.D. The student chose a topic with the title "Single Are More Fun Among Students". The score of the text written by S.11.D received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the

tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"But, if we look at it on a micro scale. We often find that the smartest person in our class when we were at school or college was not always the most successful in the definition of income"*. The claim written by the writer is not directly stated, what is a position statement by the writer. The writer uses a claim based on the writer's experience. It is certainly allowed to state a claim.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that the smartest person in class when we were at school or college was not always the most successful in the definition of income?"*. The sentence that shows the answer to the question is *From the data owned by Thomas J.Stanley. It turns out that good grades namely NEM,GPA, and ranking are only the 30th success factor, while the IQ factor rank 21st and going to a favorite University/school*

ranks 23rd. Among the main factor that influence one's success are honestly, discipline in the first".

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"Alice Boys. PHd. A clinical psychologist in the Harvard Bussiness review stated smart people focus to much on intellectual abilities and od not practice other skills that are also important. When in many things such as social relations communication skills, friendship network and so on are also conditions for one's success. In solving problems, it turns out that the most important thing is a action, experimentation because by trying to solve them. This cause smart people sometimes difficult to achieve success."*

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is. *"Among the main factor that influence one's success are honestly, discipline in the first"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *"But, smart people when they are in education can solve various problems more easily. Without the help of other. Even so when he entered the world of work, he felt he could do better"*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.11.D above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.12.D :

"In my opinion it is better for a students not to be in a relationship first and focus on persuing achievement and exploring potential for the future. Because single is not a bad thing. There are so many advantages to single students, First, single students will have higher aspirations and pursue higher education at young age. Secondly, as students those who are single are happies than those who are relationship. The third, single can strengthen social interaction relationships. This was stated by a psychologist about the benefits of single status for psychological health. And studies show that they realize that a romantic relationship is not necessarily guarantees happiness. In conclusion, relationship at student age are not important and do not guarantee happiness. Students should focus persuing dreams

and higher education. In other hand sometimes people think by having a relationship life will be more colorful and not monotonous.” (Dat/S.12.D)

The argumentative essay text above is written by S.12.D. The students choose a topic with the title "Single Are More Fun Among Students". The score of the text written by S.12.D received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"In my opinion it is better for a students not to be in a relationship first and focus on persuing achievement and exploring potential for the future"*. Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify

the Ground element, we can use the question *"What is the evidence that it is better for a students not to be in a relationship?"*. The sentence that shows the answer to the question is *"Because single is not a bad thing. There are so many advantages to single students, First, single students will have higher aspirations and pursue higher education at young age. Secondly, as students those who are single are happies than those who are relationship. The third, single can strengthen social interaction relationships"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"This was stated by a psychologist about the benefits of single status for psychological health. And studies show that they realize that a romantic relationship is not necessary that guarantees happiness"*.

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is. *"In conclusion,relationship at student age are not important*

and do not guarantee happiness. Students should focus pursuing dreams and higher education”.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *“Does the wording of the claim allow for these exceptions?”*. The answer to this question is *“In other hand sometimes people think by having a relationship life will be more colorful and not monotonous”*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.12.D above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

From the explanation of the analysis above, it can be seen that students from class 2D have used Toulmin's 5 elements well, namely claim, ground, warrant, backing and rebuttal. But from the analysis above, the argumentative essay that has been analyzed by the researcher did not find the qualifier element.

e. Elements of Argumentative Essay By Class 2E

Argumentative Essay by S.13.E :

“Homework can have a positive impacts on studnets. Homework is given for a good purpose. In

fact. It is given so that the teacher knows the extend of the students understanding. And students can understand the material presented. Like the result of a study conducted by University of Tubingen researchers. This study shows that homework is able to provide positive changes in consciousness. The researcher analysed data from a longitudinal study. With of a total 2760 students from two different school tracks. The result showed that studnets who invested a lof of effort in doing homework benefited positively. Students will also better understood the material and can fill their free time with useful things. With homework. It is hoped that students can have a sense of responsibility. But beside that, homework also has a negative impact. It they have a lot of homework will affect students health.”
(Dat/S.13.E)

The argumentative essay text above is written by S.13.E. The students choose a topic with the title "Homework Is Very Useful For Students". The score of the text written by S.13.E received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question "*What exactly is your position statement?*" The sentence that shows the answer is

“Homework can have a positive impacts on students. Homework is given for a good purpose”

. Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *“What is the evidence that homework can have positive impact on students?”*. The sentence that shows the answer to the question is *“In fact. It is given so that the teacher knows the extend of the students understanding. And students can understand the material presented”*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *“What strengthens the reasoning results?”*. The answer to this question is found in the sentence *“ Like the result of a study conducted by University of Tubingen researchers. This study shows that homework is able to provide positive changes in consciousness. The researcher analyzed data from a longitudinal study. With of a total 2760 students from two different school tracks. The result*

showed that students who invested a lot of effort in doing homework benefited positively”.

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is. *"Students will also better understood the material and can fill their free time with useful things. With homework. It hoped that students can have a sense of responsibility”.*

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *“. But beside that, homework also has a negative impact. It they have a lot of homework will affect students health”.*

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.13.E above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.14.E :

“I agree if technology and education are related and useful. First technology can improve learning. One

of the use of technology in learning is as learning media. Such as multimedia interactive. Second, technology can replace school. Internet technology can be used for long-range learning by telecommunication (Henrich). According to Henrich, multimedia interactive is a medium composed of picture, sounds, and video materials presented under computer control for learners. It's true, if technology and education are related. However, in other ways learning by using technology will make learners content with technology, whereas technology of the right time would be useful and would not waste time. However, on other hand, long range learning can cause, learners to become more individualist.”
(Dat/S.14.E)

The argumentative essay text above is written by S.14.E. The students choose a topic with the title "Technology and Education are Closely Related". The score of the text written by S.14.E received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"I agree if technology and education are related and usefull.."*

. Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that technology and education are related?"*. The sentence that shows the answer to the question is *"First technology can improve learning. One of the use of technology in learning is as learning media. Such as multimedia interactive. Second, technology can replace school. Internet technology can be used for long-range learning by telecommunication (Henrich)"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"According to Henrich, multimedia interactive is a medium composed of picture, sounds, and video materials presented under computer control for learners"*.

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that

shows the answer to the question is. *“It’s true, if technology and education are related”*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *“Does the wording of the claim allow for these exceptions?”*. The answer to this question is . *“However, in other ways learning by using technology will make learners content with technology, whereas technology of the right time would be useful and would not waste time. However, on other hand, long range learning can cause, learners to become more individualist”*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.14.E above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.15.E :

“One way to improve English skill is to use songs and often watch film. Songs are excellent tool to help the process of learning English. And Songs are excellent tool to help the process of learning English. Songs are excellent tool to help the process of learning English. Songs are excellent tool to help the process of learning English. Songs are excellent tool to help the process of learning English. According to research conducted by Siti Nurrahma at the SMK Taruna Bakti Depok the use of film with English was effective for increasing students vocabulary

mastery. This show that there a significant effect on students vocabulary mastery after the application of the use of English film and song. In other hand, some people said that writing and reading is also be a better to improve English skills. In conclusion, so many ways to improve English skill.” **(Dat/S.15.E)**

The argumentative essay text above is written by S.15.E. The students choose a topic with the title "Music and Films are Better to Improve English Skill". The score of the text written by S.15.E received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"One way to improve English skill is to use songs and often watch film"*.

. Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific

materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that One way to improve English skill is to use songs and often watch film?"*. The sentence that shows the answer to the question is *"Songs are excellent tool to help the process of learning English."*

Songs are excellent tool to help the process of learning English".

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"Songs are excellent tool to help the process of learning English. According to research conducted by Siti Nurrahma at the SMK Taruna Bakti Depok the use of film with English was effective for increasing students vocabulary mastery."*

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is. *"This show that there a significant effect on students vocabulary mastery after the application of the use of English film and song"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is . *"In other hand, some people said that writing and reading is also be a better to improve English skills. In conclusion, so many ways to improve English skill"*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.15.E above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

From the explanation of the analysis above, it can be seen that students from class 2A have used Toulmin's 5 elements well, namely claim, ground, warrant, backing and rebuttal. But from the analysis above, the argumentative essay that has been analyzed by the researcher did not find the qualifier element.

f. Elements of Argumentative Essay By Class 2F

There are 3 argumentative essays out of 35 argumentative essays that have been analyzed utilizing the elements contained in the Toulmin Model. Below is one

example of an argumentative essay excerpt that utilizes elements of the Toulmin Model from class 2F.

Argumentative Essay by S.16.F :

“Therefore, I do not agree if LGBT is given space in Indonesia. LGBT can harm a person’s health, education, and morals. It greatly effect the future of that person, because of the many negative impacts LGBT. LGBT is something that is very wrong and contrary to the religion because, what we know is that God created humans in pairs, not men with men or vice versa. Even in Al-Quran same sex relationship are not recommended. God will cause those who practice LGBT, because LGBT deviates from Islamic law. I against with opinion that LGBT should have public space in Indonesia because of the many negative impact in health like cancer, meningitis and HIV.” **(Dat/S.16.F)**

The argumentative essay text above is written by S.16.F. The students choose a topic with the title "The LGBT Community Should have Public Space in indonesia". The score of the text written by S.16.F received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position*

statement?" The sentence that shows the answer is *"Therefore, I do not agree if LGBT is given space in Indonesia. LGBT can harm a person's health, education, and morals"*.

. Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that LGBT should not given space in Indonesia?"*. The sentence that shows the answer to the question is *"LGBT can harm a person's health, education, and morals. It greatly effect the future of that person, because of the many negative impacts LGBT"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"God will cause those who practice LGBT, because LGBT deviates from Islamic law"*.

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly*

backed for supporting the grounds?". The sentence that shows the answer to the question is. "LGBT is something that is very wrong and contrary to the religion because, what we know is that God created humans in pairs, not men with men or vice versa. Even in Al-Quran same sex relationship are not recommended".

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?".* The answer to this question is . *"I am against with opinion that LGBT should have public space in Indonesia because of the many negative impact in health like cancer, meningitis and HIV".*

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.16.F above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.17.F :

"I disagree with the LGBT community should have public space in Indonesia because in general this has deviated from religious, social and legal norms. The first, the bad impact on psychology and health. Second, the bad impact of LGBT on society. According to research, men who have sex with men

are 60 times more likely to contract HIV-AIDS. And according to research, legalizing LGBT couples in marriage essentially a useless action. Not only from community, LGBT also occurs due to several factors. There are, environmental factor trigger the occurrence of LGBT. And actually some people have a opinion that LGBT is a human right.”
(Dat/S.17.F)

The argumentative essay text above is written by S.17.F. The students choose a topic with the title "The LGBT Community Should have Public Space in indonesia". The score of the text written by S.17.F received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"I disagree with the LGBT community should have public space in Indonesia because in general this has deviated from religious, social and legal norms"*.

. Ground elements are used to support the position statement elements presented. Ground elements have

several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that LGBT should not given space in Indonesia?"*. The sentence that shows the answer to the question is *"The first, the bad impact on psycholohy and health. Second, the bad impact of LGBT on society."*

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"According to research, men who have sex with men are 60 times more likely to contract HIV-AIDS. And according to research, legalizing LGBT couples in marriage essentially a useless action"*.

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is. *"Not only from community, LGBT also occurs due to several factors. There are, environmental factor trigger the occurrence of LGBT"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is . *"And actually some people have a opinion that LGBT is a human right"*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.17.F above contains 5 elements of the Toulmin Model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.18.F :

“Not voting is the act of a person not using their voting rights. In this case, strongly disagree with not voting. Firstly, not vote is an action that shows that the person is selfish and arrogant. This is in accordance with the opinion of the Chairperson of the Nasdem Party’s Election Winning Agency (Bappilu), Effendy Choirie or Gus Choi reported from Berita Satu that, if someone is abstaining from excessive dislike for a candidate who is advancing, then he can be categorized as an arrogant person. I still disagree with the act of not to vote, because it is an act of selfishness and arrogance. Secondly, people who do not exercise their voting rights are losers. Thirdly, these actions will also hinder national development because they do not want to support the government. Then besides that, the act of not voting is not the right way to fix and overcome the problems of democracy in this country. Almost all people who do not vote say that the act of not voting is a right and is not a crime. They do so because they feel disappointed by the leaders’ promises that did not materialize. So

from that, they moved their protest action by not voting. This opinion is not correct”. **(Dat/S.18.F)**

The argumentative essay text above is written by S.18.F. The students choose a topic with the title "Not to Vote a Good Solution?". The score of the text written by S.18.F received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question "*What exactly is your position statement?*" The sentence that shows the answer is "Not voting is the act of a person not using their voting rights. In this case, strongly disagree with not voting".

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground

element, we can use the question "*What is the evidence that not voting is not solution?*". The sentence that shows the answer to the question is "*Firstly, not vote is an action that shows that the person is selfish and arrogant*".

After finding the claim and ground elements, the researcher identified the warrant element by asking the question "*What strengthens the reasoning results?*". The answer to this question is found in the sentence "*This is in accordance with the opinion of the Chairperson of the Nasdem Party's Election Winning Agency (Bappilu), Effendy Choirie or Gus Choi reported from Berita Satu that, if someone is abstaining from excessive dislike for a candidate who is advancing, then he can be categorized as an arrogant person.*"

After that, the researcher identified the backing element by asking the question "*Is the warrant solidly backed for supporting the grounds?*". The sentence that shows the answer to the question is "*I still disagree with the act of not to vote, because it is an act of selfishness and arrogance. Secondly, people who do not exercise their voting rights are losers. Thirdly, these actions will also hinder national development because they do not want to support the government. Then besides that, the act of not*

voting is not the right way to fix and overcome the problems of democracy in this country”.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *“Almost all people who do not vote say that the act of not voting is a right and is not a crime. They do so because they feel disappointed by the leaders’ promises that did not materialize. So from that, they moved their protest action by not voting. This opinion is not correct”*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.18.F above contains 5 elements of the Toulmin model, namely Claim, Ground, Warrant, Backing and Rebuttal.

From the explanation of the analysis above, it can be seen that students from class 2F have used Toulmin's 5 elements well, namely claim, ground, warrant, backing and rebuttal. But from the analysis above, the argumentative essay that has been analyzed by the researcher did not find the qualifier element.

g. Elements of Argumentative Essay By Class 2G

There are 3 argumentative essays out of 35 argumentative essays that have been analyzed utilizing the elements contained in the Toulmin Model. Below is one example of an argumentative essay excerpt that utilizes elements of the Toulmin Model from class 2G.

Argumentative Essay by S.19.G :

“However, I believe that using the right to vote will be more profitable than abstaining from voting. The first advantage of using the right to vote in elections is that we belong to the group of people who uphold democratic values. Reporting from Kompasiana, the number of people who did not exercise their voting rights reached 24.89% in 2014. This was due to residents' disappointment with the roads chosen by candidates in their campaigns. Another advantage is that we can represent the aspirations of young people who are not old enough to exercise their voting rights. Even so, not a few people who still chuckled decided to abstain. They argued that the right to vote cannot be obliged, which means that even if they abstain, it is their right. Another reason that is quite common among the public is that they don't really care about politics, and also they don't trust the candidates who are being nominated”.

(S.19.G)

The argumentative essay text above is written by S.19.G. The students choose a topic with the title "Say 'No' to Abstain". The score of the text written by S.19.G received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"However, I believe that using the right to vote will be more profitable than abstaining from voting"*.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that using the right to vote will be more profitable than abstaining from voting?"*. The sentence that shows the answer to the question is *"The first advantage of using the right to vote in elections is that we belong to the group of people who uphold democratic values"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the

question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"Reporting from Kompasiana, the number of people who did not exercise their voting rights reached 24.89% in 2014. This was due to residents' disappointment with the roads chosen by candidates in their campaigns."*

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is *"Another advantage is that we can represent the aspirations of young people who are not old enough to exercise their voting rights"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *"Even so, not a few people who still chuckled decided to abstain. They argued that the right to vote cannot be obliged, which means that even if they abstain, it is their right. Another reason that is quite common among the public is that they don't really care about politics, and also they don't trust the candidates who are being nominated"*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.19.G above contains 5 elements of the Toulmin model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.20.G :

“LGBT have no right to be given space in public. In Indonesia many people are against LGBT. Because according to the Indonesian people, LGBT is a social deviant behavior that is not accordance with the norms, moral, ethics, religion and values adopted in society. In Indonesia many people are against LGBT. Because according to the Indonesian people, LGBT is a social deviant behavior that is not accordance with the norms, moral, ethics, religion and values adopted in society. One of the negative impacts of LGBT is that it can affect our health. Such as anal cancer and oral cancer. Therefore we should not give room for LGBT, apart from the many bad influence they also violetr religious norms. meanwhile, on other hand, the National Human Right (KOMNAS HAM) consider that LGBT is a fact that must be acknowledge”.

(Dat/S.20.G)

The argumentative essay text above is written by S.19.G. The students choose a topic with the title " The LGBT Community Should Have Room In Public Space". The score of the text written by S.20.G received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"LGBT have no right to be given space in public"*.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that have no right to be given in public?"*. The sentence that shows the answer to the question is *"In Indonesia many people are against LGBT. Because according to the Indonesian people, LGBT is a social deviant behavior that is not accordance with the norms, moral, ethics, religion and values adopted in society"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the

question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"In the law there is article 292 the criminal code which states the prohibition against adult who commit obscene acts with other people of the same sex whom they know. Meanwhile, according to Islam itself the law of LGBT is haram, because Islamic law mentioned homosexuality between men with the term as a word whose root word Luth"*.

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is *"One of the negative impacts of LGBT is that it can affect our health. Such as anal cancer and oral cancer. Therefore we should not give room for LGBT, apart from the many bad influence they also violate religious norms"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *"meanwhile, on other hand, the National Human Right (KOMNAS HAM) consider that LGBT is a fact that must be acknowledge"*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.20.G above contains 5 elements of the Toulmin model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.21.G :

“So, I agree with "Motivation is more important than intelligence for someone's success" because motivation drives individuals to set goals, take action and persevere in the face of challenges. Moreover, research has shown that motivated individuals are more likely to achieve their goals than those who are not motivated. According to a study conducted by the university of the Rochester, motivated individuals are better able to focus their attention, persevere in the face of challenges, and more likely to achieve their goals. Furthermore, motivation is a key factor in determining one's level of engagement and productive. According to a study, motivated individuals are more likely to engage in their work and achieve higher level of productivity than those who are not motivated. Some people argue that intelligence is more important than motivation for success. They argue that intelligence is necessary to solve complex problems and make important decisions. While intelligence is undoubtedly important”. **(Dat/S.21.G)**

The argumentative essay text above is written by S.20.G. The students choose a topic with the title "Motivation Is More Important Than Intelligence For Someone's Success". The score of the text written by S.20.G received a score of 3.75 in the Excellent category.

There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"So, I agree with 'Motivation is more important than intelligence for someone's success' because motivation drives individuals to set goals, take action and persevere in the face of challenges"*.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that motivation is more important than intelligence for someone's success?"*. The sentence that shows the answer to the question is *"Moreover, research has shown that*

motivated individuals are more likely to achieve their goals than those who are not motivated”.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *“What strengthens the reasoning results?”*. The answer to this question is found in the sentence *“According to a study conducted by the University of the Rochester, motivated individuals are better able to focus their attention, persevere in the face of challenges, and more likely to achieve their goals”*.

After that, the researcher identified the backing element by asking the question *“Is the warrant solidly backed for supporting the grounds?”*. The sentence that shows the answer to the question is *“Furthermore, motivation is a key factor in determining one's level of engagement and productivity. According to a study, motivated individuals are more likely to engage in their work and achieve higher level of productivity than those who are not motivated”*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question

"Does the wording of the claim allow for these exceptions?". The answer to this question is "Some people argue that intelligence is more important than motivation for success. They argue that intelligence is necessary to solve complex problems and make important decisions. While intelligence is undoubtedly important".

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.21.G above contains 5 elements of the Toulmin model, namely Claim, Ground, Warrant, Backing and Rebuttal.

From the explanation of the analysis above, it can be seen that students from class 2A have used Toulmin's 5 elements well, namely claim, ground, warrant, backing and rebuttal. But from the analysis above, the argumentative essay that has been analyzed by the researcher did not find the qualifier element.

h. Elements of Argumentative Essay By Class 2H

There are 3 argumentative essays out of 35 argumentative essays that have been analyzed utilizing the elements contained in the Toulmin Model. Below is one

example of an argumentative essay excerpt that utilizes elements of the Toulmin Model from class 2H.

Argumentative Essay by S.22.H :

“As AI matures and becomes more prevalent, more and more people are warning about the potential dangers of AI. There are concern on many fronts including increased automation of certain task, gender-and face biased algorithm and autonomous weapons that function without human oversight. The tech community has a long debated the threat of artificial intelligence, job automation, the spread fake news, and a dangerous aims race for AI-powered weapons are all cited as the top threats of AI. AI-Powered job automation is addressing concern as the technology is used in industries such as marketing, manufacturing and health care. Next, social manipulations by algorithms online media and news are getting darker and deep faker are invading the political and social sphered. And increase socio-economic inequality due to AI. However, some argue that comprehensive, regulation is needed to take full advantage of this promising technology”. **(Dat/S.22.H)**

The argumentative essay text above is written by S.22.H. The students choose a topic with the title "Is Artificial Intelligence A Threat?". The score of the text written by S.22.H received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to

as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"As AI matures and becomes more prevalent, more and more people are warming about the potential dangers of AI"*.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that artificial intelligence is a threat?"*. The sentence that shows the answer to the question is *"There are concern on many fronts including increased automation of certain task, gender-and face biased algorithm and autonomous weapons that function without human oversight"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"The tech community has a long debated the threat of artificial intelligence, job automation, the spread fake news, and a*

dangerous aims race for AI-powered weapons are all cited as the top threats of AI”.

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is *“AI-Powered job automation is pressing concern as the technology is used in industries such as marketing, manufacturing and health care. Next, social manipulations by algorithms online media and news are getting darker and deep fakers are invading the political and social sphered. And increase socio-economic inequality due to AI”*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *“However, some argue that comprehensive, regulation is needed to take full advantage of this promising technology”*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.22.H above contains 5 elements of the

Toulmin model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.23.H :

“University is influential in careers and job. Research by the educational research institute the Chronicle of Higher Education, found that campus reputation turns out to be one of the factor that determine company when looking for workers. According to an official release from job streets Indonesia received by Bisnis, it is not wrong is companies assume that graduates from well known university have good quality. Campus reputation and accreditation are two most important factors in the World of work or when applying for a job. Although skill also influence when finding a job”.

(Dat/S.23.H)

The argumentative essay text above is written by S.23.H. The students choose a topic with the title "Are Graduates of Renowned Universities More Likely to Get a Job?". The score of the text written by S.23.H received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the

tracking of the position statement element, it can be done by asking the question *"What exactly is your position statement?"* The sentence that shows the answer is *"University is influential in careers and job"*.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *"What is the evidence that University is influential in careers and job?"*. The sentence that shows the answer to the question is *"Research by the educational research institute the Chronicle of Higher Education, found that campus reputation turns out to be one of the factor that determine company when looking for workers"*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *"What strengthens the reasoning results?"*. The answer to this question is found in the sentence *"According to an official release from job streets Indonesia received by Bisnis, it is not wrong is companies assume that graduates from well known university have good quality"*.

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is *"Campus reputation and accreditation are two most important factors in the World of work or when applying for a job"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *"Although skill also influence when finding a job"*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.23.H above contains 5 elements of the Toulmin model, namely Claim, Ground, Warrant, Backing and Rebuttal.

Argumentative Essay by S.23.H :

"However there is contra side, in my opinion restorative justice does not have deterrent affect on perpetrator because it only tends to repeat their actions, plus a lack of a sense of security for the community. Sufmi Dasco Ahmad, Deputy Chairperson of the People representative council of Republic of Indonesia (DPR RI), he stated that there

are often nuance of criminalization in cases legal in Indonesia, there often nuance of criminalization in cases legal in Indonesia. He said that restorative justice in the reform of the criminal code. According to Nur Rochaeti, a lecturer at the Faculty of Law, UNDIP explained that there are challenges in applying the principle of restorative justice. And, my opinion the implementation of restorative justice in Indonesia can't be done because there are victims right that must be fulfilled. Until now, restorative justice model, which is part of progressive law is still being dibated regarding the pros and cons, because tehere are some people who think that restorative justice can be applied in Indonesia".
(Dat/S.24.H)

The argumentative essay text above is written by S.24.H. The students choose a topic with the title "Application of Restorative Justice in Indonesia?". The score of the text written by S.23.H received a score of 3.75 in the Excellent category. There are various elements of the Toulmin Model that will be discussed one by one.

In the argumentative essay excerpt above, the researcher utilizes the element of position statement or claim based on the writer's view of an issue. Toulmin (1979) says the claim position statement is also referred to as the basic or principal element. Therefore, to facilitate the tracking of the position statement element, it can be done by asking the question "*What exactly is your position statement?*" The sentence that shows the answer is

“However there is contra side, in my opinion restorative justice does not have deterrent affect on perpetrator because it only tends to repeat their actions, plus a lack of a sense of security for the community”.

Ground elements are used to support the position statement elements presented. Ground elements have several types, including statistical data, illustrations, reasoning, experimental observations, and general scientific materials (Seyler, 2012: 80). To identify the Ground element, we can use the question *“What is the evidence that restorative justice can’t applied in Indoneisa?”*. The sentence that shows the answer to the question is *“Sufmi Dasco Ahmad, Deputy Chairperson of the people representative council of Republic of Indonesia (DPR RI), he stated that there are often nuance of criminalization in cases legal in Indonesia, there often nuance of criminalization in cases legal in Indonesia. He said that restorative justice in the reform of the criminal code”*.

After finding the claim and ground elements, the researcher identified the warrant element by asking the question *“What strengthens the reasoning results?”*. The answer to this question is found in the sentence *“According to Nur Rochaeti, a lecturer at the faculty of Law, UNDIP*

explained that there are challenges in applying the principle of restorative justice”.

After that, the researcher identified the backing element by asking the question *"Is the warrant solidly backed for supporting the grounds?"*. The sentence that shows the answer to the question is *"And, my opinion the implementation of restorative justice in Indonesia can't be done because there are victims right that must be fulfilled"*.

Then the researcher identifies elements of the rebuttal that show rebuttal statements or other opinions that the researcher considers incorrect. By asking the question *"Does the wording of the claim allow for these exceptions?"*. The answer to this question is *"Until now, restorative justice model, which is part of progressive law is still being debated regarding the pros and cons, because there are some people who think that restorative justice can be applied in Indonesia"*.

While in the text above there are no sentences that show the Qualifier element. So the argumentative essay written by S.24.H above contains 5 elements of the Toulmin model, namely Claim, Ground, Warrant, Backing and Rebuttal.

From the explanation of the analysis above, it can be seen that students from class 2H have used Toulmin's 5 elements well, namely claim, ground, warrant, backing and rebuttal. But from the analysis above, the argumentative essay that has been analyzed by the researcher did not find the qualifier element.

2. The Argument Quality in Argumentative Essay

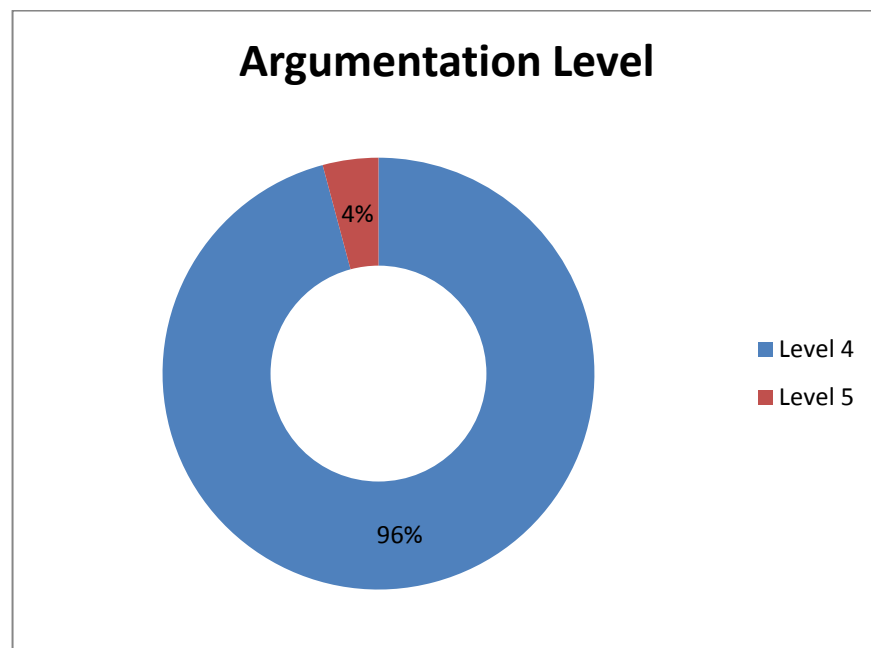
For the second purpose of this research is to describe the argument quality in argumentative essay that written by second semester of English Language Education Students based on Toulmin Model. The data were taken based on argument components contained in the argumentative essay. It will be categorized by the researcher by elaborating in itself, and each category was converted to a standard argumentation assessment rubric. In this process, support was received from an evaluation and assessment specialist and three field experts. Thus, a more accurate assessment tool was developed to determine the quality of arguments formed by students.

Table 4.1 Argumentation Assessment Scale Developed by Erduran et al. into Argumentation Assessment Rubric by the Researcher

Argumentation Level	Score	Argumentation Content (Criterion)
Level 1	1	No clear claim (indirect claim)
	2	A simple claim
	3	A simple claim and counter-claim
Level 2	1	Claim + Ground
	2	Claim + Warrant
	3	Claim + Ground + Warrant
Level 3	1	Claim + Warrant + Backing
	2	Claim + Ground + Backing
	3	Claim + Ground + Warrant + Backing
Level 4	1	Claim + Ground + Warrant + Rebuttal
	2	Claim + Ground + Backing + Rebuttal
	3	Claim + Ground + Warrant + Backing + Rebuttal
Level 5	1	Claim + Ground + Warrant + Backing + Qualifier
	2	Claim + Ground + Warrant + Rebuttal + Qualifier
	3	Claim + Ground + Warrant + Backing + Rebuttal + Qualifier

The next step is to describe the students; elements of argumentative essay into 5 levels with assessment scale developed by Erduran. The elements that will be classified into percentage.

Figure 4. 1 Argumentation Level



The researcher has provided a percentage of the argument level based on the scoring rubric by Erduran and then presented it in a diagram. Erduran scoring that has been developed by researchers has 5 levels of classification. Starting from the lowest level 1 classification and the highest level 5 classification.

From the diagram presented above, it can be concluded that 96% of students are classified into level 4. In this level, there are various components, namely claim, ground, warrant, backing and rebuttal. And there are 23 students classified at level 4 did not contain any qualifier elements.

Based on Figure 1, it can be seen that the percentage of students who are classified to the level 5 is very small. Out of 24 students, only 4% or 1 student who classified to the level 5. This level has the highest level with perfect criteria. There are 6 elements contained in the argumentative essay written by S.6.B, namely claim, ground, warrant, backing, qualifier, and rebuttal.

Based on result of the percentage above, there is an example from S.1.A which classified into level 4.

“I disagree to say that the LGBT should have room in public space”. **(Dat/Cl/S.1.A)**

“In Indonesia LGBT is still a something that is prohibited, especially for groups that they thought are based on Religion”. **(Dat/Gr/S.1.A)**

“The Indonesian Religious leaders council issued this fatwa regarding LGBT. Fatwa commission with all of more 50 member religious leaders from various Islamic organization gathered and issued a fatwa against the practice of intercourse LGBT”. **(Dat/Wr/S.1.A)**

“LGBT can harm one’s health, education and morals. They can catch many diseases such as anal, rectal cancer, HIV/AIDS and etc”. **(Dat/Bk/S.1.A)**

“Either way, people who agree with LGBT must be awakened and returned according to human nature, male or female.” **(Dat/Rb/S.1.A)**

From the argumentative essay text written by S.1.A, there are elements of claim, ground, warrant, backing, and rebuttal. The claim element clearly states that the writer disagrees that LGBT should have room in public space.

Then in the text the writer also writes a ground that will present data or facts that occur in the surrounding environment. As written by the writer, which is In Indonesia LGBT is still a

something that is prohibited, especially for groups that they thought are based on Religion. The writer explicitly provides evidence to support the claim that LGBT should not have room in public spaces.

The third element, warrant, the writer provides assurance to support the claim and ground by proving that The Indonesian Religious leaders council issued this fatwa regarding LGBT. Fatwa commission with all of more 50 member religious leaders from various Islamic organization gathered and issued a fatwa against the practice of intercourse LGBT.

The next element is backing. The purpose of the backing element is a guarantee that will strengthen the statement of the warrant element. The writer strengthens each argument by providing a statement that LGBT can harms one's health, education and morals. They can catch may diseases such as analor, rectal cancer, HIV/AID and etc

The last element written by S.1.A is the rebuttal element. The rebuttal is usually called a refutation of the opinion, which might influence the reader to see another opinion that might be considered correct. The writer provides a rebuttal statement by stating that LGBT can harms one's health, education and morals. They can catch may diseases such as analor, rectal cancer, HIV/AID and etc

Argumentative that written by S.1.A, there is no qualifier element that found by researcher. Only 5 elements are contained in the text above. As is well known, students have diverse characteristics. In addition to students who immediately provide arguments in the form of claims alone or accompanied by data or reasons, there are also other types of students, namely students who need stimulation to provide their opinions. In this case, the student can provide reasons for each claim very well. Because the students have a fairly high initial ability. In addition, in every fact students can provide good reasons to support the claims that have been given.

Argumentative Essay by S.6.B

“I disagree if LGBT community is given a public space in Indonesia”. **(Dat/Cl/S.6.B)**

“The first important thing why LGBT should not be given public space is because it will break the Indonesian National Principle, Pancasila”. **(Dat/Gr/S.6.B)**

“The first principle of Pancasila is to believed in God. Every religion in Indonesia don’t allow their followers to have relationship with the same sexuality use it will break the Indonesian National Principle”. **(Dat/Wr.S.6.B)**

“The second reason making LGBT community should have not given in public space is because it is not good for existence of Indonesian in the future couples with same gender or sexuality cannot make any children”. **(Dat/Bk/S.6.B)**

“Some might said that we should be fine with LGBT community because it is their choices, and we should respect the human right.”. **(Dat/Ql/S.6.B)**

“A lot of people said that the LGBT community should have public space in Indonesia”. **(Dat/Rb/S.6.B)**

From the argumentative essay text written by S.6.B, there are elements of claim, ground, warrant, backing, rebuttal and qualifier. The claim element clearly states that the writer disagree if LGBT community is given a public space in Indonesia

Then in the text the writer also writes a ground that will present data or facts that occur in the surrounding environment. As written by the writer, which is The first important thing why LGBT should not be given public space is because it will break the Indonesian National Principle, Pancasila. The writer explicitly provides evidence to support the claim that LGBT should not have room in public spaces with the source based on Pancasila

The third element is warrant, the writer provides assurance to support the claim and ground by proving that The first principle of Pancasila is to believed in God. Every religion in Indonesia don't allow their followers to have relationship with the same sexuality use it will break the Indonesian National Principle. the ground element states that LGBT is against Pancasila. Then, in this warrant element, the writer clearly explains the basis of Pancasila.

The next element is backing. The purpose of the backing element is a guarantee that will strengthen the statement of the warrant element. The writer strengthens each argument by providing a statement that The second reason making LGBT community should have not given in public space is because it is

not good for existence of Indonesian in the future couples with same gender or sexuality cannot make any children.

The next element to be discussed is the element of Qualifiers, not all arguments support position statements or conclusions with the same degree of certainty. Qualifiers therefore lead to conclusions that are "sometimes", "likely" or "conjectural". In this text, S.6.B uses the qualifier element with the word "possibly" by using the sentence that Some might said that we should be fine with LGBT community because it is their choices, and we should respect the human right.

The last element written by S.6.B is the rebuttal element. The rebuttal is usually called a refutation of the opinion, which might influence the reader to see another opinion that might be considered correct. The writer provides a rebuttal statement by stating A lot of people said that the LGBT community should have public space in Indonesia.

The argumentative written by student S.6.B has 6 important elements of the Toulmin model. there are elements of claim. ground. warrant, backing, qualifier, rebuttal. So it can be concluded that, S.6.B is included in level 5 which means that the argumentative essay is complete and has all the elements of Toulmin well.

B. Research Discussion

These findings of this study, the research has discussed some theories about Toulmin Model. This section presents the discussion based on the findings of the research. The discussion are about the elements Toulmin that use by students dan the level argumentation of their argumentative essay.

Based on the findings of preliminary conducted previously, there are 6 elements that provide Model Toulmin. After analyzing the findings, the researcher divided argumentation pattern into 2 categories, namely (1) Category Five Elements and (2) Category Six Elements.

The first category is the Five Elements Category (C-G-W-B-R). In this category, the research subject used 5 elements of Toulmin Argumentation. Amely Claim, Ground, Warrant, Backing and Rebuttal. The pattern starts from a statement of position (claim) that is supported by data or facts (ground). Claims and ground are connected to a warrant which has been attached by backing. To confirm this argument or show the availability of evidence and support that has been shown, the writer states with certain words or phrases called modals qualifier (Abduh et al. 2019).

The capital qualifier is a marker of the degree of strength of an argument from strong to weak (Hewison and Kuras 2005; Heitmann et al. 2017). However, in the case of the arguments given by the subject, the subject does not use the Capital qualifier but uses an exception. The following arguments consist of five basic elements of argumentation,

namely ground (data or facts), claim (position statement), warrant (backing), backing (support), and possible rebuttal (exception). The following is the scheme of the subject's argumentation pattern towards the some topic that written by the second-semester of English Language Education in UIN Raden Mas Said Surakarta.

From the findings, Argument elements such as claim have been found, data or facts (Ground), Warrant (guarantee), backing (support) have been found so and get an exception (possible rebuttals). And Each element has been analyzed using questions. This questions using Toulmin Model was develop by researcher.

To identify claim elements, the researcher use question "*What exactly is your position statement?*". And the students can answer these question with any answered. To show that the most students answer claim questions by using the writer's view of the issue, rather than making a claim based on facts.

To identify ground elements, the researcher use question "*What is the evidence that...?*" The students answered the ground questions very well and variously. The answers given by students were very interesting, as students tried to provide data or facts that they knew. There are some students who provide data or facts according to some observations. Of course, providing these data sources can strengthen the writer's position statement.

To identify warrant elements, the researcher use question “*What strengthens the reasoning results?*”. After researchers analyzed the warrant element in the text, many students provided evidence or facts that reinforced the ground. Students provide data from various sources, such as theories from scientists, then research by several people and other reliable data sources.

To identify backing elements, the researcher use question “*Is the warrant solidly backed for supporting the grounds?*” According Toulmin (1979) backing themselves cannot be taken wholly on trust. So even though there is warrant in an argument, it is not necessarily strong without backing. Readers need more information before agreeing to a claim by including ground and warrant so that the position statement can be accepted. From the argumentative essay that written by students, almost of the students can give more evidence. The researcher found many options that show the backing element. and it can be concluded that the text has strong supporting reasons to help the claim.

In the second category is Six Category Elements,. The difference is the qualifier component. If Five Category Elements does’nt use qualifiers, only claim, ground, warrant, backing and rebuttal. To identify qualifier elements, the researcher use question “*Is there any other possibility?*”. From the argumentative essay that written by students, the researcher only found 1 students that use qualifier elements. S.6.B provides the possibility of a case being written. By stating that some might said that we should be

fine with LGBT community because it is their choices, and we should respect the human right.

The next element is rebuttal. According to Toulmin (1979) possible rebuttals unless we are faced by one of those rare arguments in which the central step from grounds to claim is presented as “certain or necessary”. We shall also need to know finally under what circumstance the present argument might let us down. In the argumentative essays that have been analyzed, students can give opinions from other people's different views. Although only weak and unclear, but they can convey the elements of rebuttal quite well.

From the explanation above, the researcher found the level of argumentation of student. If Five Category Elements which include claim, ground, warrant, backing and rebuttal. included in the level 4 classification with high acuity. The researcher uses a rubric from Erduran that developed by researcher in the table below:

Table 4. Argumentation Rubric by Erduran that developed by researcher

Level 4	1	Claim + Ground + Warrant + Rebuttal
	2	Claim + Ground + Backing + Rebuttal
	3	Claim + Ground + Warrant + Backing + Rebuttal

From the research findings above, out of 24 students there are 23 students that get a level 4 with high acuity. The argumentative essay that

written by students there were 5 elements Toulmin, there are claim, ground, warrant, backing and rebuttal.

If Six Category Elements which include claim, ground, warrant, backing, qualifier and rebuttal included in the level 5 classification with high acuity. The researcher use rubric from Erduran that develop by researcher in table below:

Table 5. Argumentation Rubric by Erduran that develop by researcher

Level 5	1	Claim + Ground + Warrant + Backing + Qualifier
	2	Claim + Ground + Warrant + Rebuttal + Qualifier
	3	Claim + Ground + Warrant + Backing + Rebuttal + Qualifier

And from the research findings above, out of 24 students only 1 students that get a level 5 with high acuity. The argumentative essay that written by S.6.B there were 6 completed elements Toulmin, there are claim, ground, warrant, backing, qualifier and rebuttal.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusion and suggestion following the finding of the study. The first section is the conclusions of the research finding and the second is the suggestion dealing with the objective of the study.

A. Conclusion

From the research that has been done about the kinds of element argumentative essay and the argument quality that is written by second-semester English Language Education students at UIN Raden Mas Said Surakarta based on Toulmin Model, the researcher concludes that :

In giving scientific argumentation, the students were good. They provide elements in writing such as claim, ground, warrant, backing and rebuttal written by students to solve the problem, have a higher quality than other one component such as qualifier. The researcher shows that the students often were giving an appropriate argumentation and sufficient evidence, or were trying to corroborate their own opinion or to straighten the evidence to their argumentation (2002) in Manurung (2012) states that the argument mentation quality is depended on the assignment features, the students, personal interpretation. The way to present the assignment sometime relates to the misconception, institution, personal or general experience.

The research on the various elements and quality of argumentation based on the Toulmin Model provides an overview of the student's ability to compose argumentative essays. It is not without reason that this research was conducted, but as described in the previous chapter. Students today must be able to express their arguments in scientific papers with certain provisions. Based on the research results that have been presented previously, the researcher formulates two conclusions, namely regarding the types of Toulmin elements and the level of argumentation by students.

The first is the type of element argument based on Toulmin Model. With a total of 24 students, there are 23 students who use the 5 elements of the Toulmin Model. Elements. The questions presented were claim, ground, warrant, backing and rebuttal. The researcher concluded that the students could give a position statement or claim well.

Then the claim is supported by some facts and data which is usually called ground. Students can also provide guarantees for the opinion of the claim that has been conveyed, with various sources ranging from theories, research, articles and other sources. The next element used is backing, this element will be a supporter so that the argumentation is stronger so that the reader will believe it. In addition, students are also able to provide rebuttal elements. Rebuttal or also commonly called refutation. Students are also able to provide rebuttals or other people's opinions on the topics discussed.

The second conclusion is about the quality of argumentation. From the diagram presented in the previous chapter, the researcher has found that 96% of students are classified into level 4. In this level, there are various components, namely claim, ground, warrant, backing and rebuttal. And there are 23 students classified at level 4 who did not contain any qualifier elements.

Based on Figure 1, it can be seen that the percentage of students who are classified to level 5 is very small. Out of 24 students, only 4% or 1 student who classified to level 5. This level has the highest level with perfect criteria. There are 6 elements contained in the argumentative essay written by S.6.B, namely claim, ground, warrant, backing, qualifier, and rebuttal.

From the results of the above research, it can be said that the quality of argumentation of second-semester students of the English Language Education at UIN Raden Mas Said Surakarta is of high quality, namely at level 4 and 5. It is proven that all students can utilize Toulmin's elements well. Although it does not include the Qualifier element. Because basically, the Qualifier element is optional. And students have understood about writing argumentative essays that not only express claims but are also accompanied by support and refutation from various views. This is certainly very useful when students will compose scientific writing which generally contains argumentative text. So that scientific work can be produced and then accepted and understood properly by the readers.

B. Suggestion

Based on the result of the study, the researcher puts some suggestions to the following parties.

1. For the Students

The researcher found that the use of element claim, ground, warrant, backing and rebuttal is dominantly used by students in their argumentative essays. In other hand, researcher found that the use of the qualifier element is minority used by students in their argumentative essay. So, the suggestion from researcher for students in this study is students must learn and master all types of this elements and use qualifier element. So they will not hesitate to use them when writing. And add to the variety of writing and expressing ideas well in scientific writings.

2. For the Future Researcher

The analysis and discussion in this study are limited to the various elements of the Toulmin Model and the quality of argument in argumentative essays. For future researchers who are interested in arguments especially based on Toulmin argument model. The researcher hopes that the future researcher will discuss this topic with more depth about Toulmin's analysis. In addition, this study also only looks at arguments in argumentative essays. So, the researcher hopes that there will be other studies in other texts or fields.

3. For the Lecturer

This research can be used as reinforcement for lecturers in teaching. For example, in teaching about argumentative essay material with use Toulmin Model. And the research on the elements of the Toulmin model and argument quality is expected to be an evaluation material to improve students' ability to argue through essay writing and scientific writing.

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APPENDICES

Appendix 1

The Data of Students and Sample Code

No	Name	Class	Students Number	Sample Code
1	Novia Wahyu W	2A	226121004	S.1.A
2	Alfie Patricia	2A	226121010	S.2.A
3	Nika Shofiyani	2A	226121015	S.3.A
4	Aisyah Nurfitriyani	2B	226121044	S.4.B
5	Shinta Adelia Pramita	2B	226121045	S.5.B
6	Mauren Kyara Nafila	2B	226121055	S.6.B
7	Ratih Dwi Astuti	2C	226121090	S.7.C
8	Rika Ayu Virnanda	2C	226121095	S.8.C
9	Hanifah Dwi Alyssa P	2C	226121105	S.9.C
10	Rian Abimanyu	2D	226121109	S.10.D
11	Afifah Resa Karisma	2D	226121118	S.11.D
12	Isnaini Cahyaningsih	2D	226121126	S.12.D
13	Anggun Sele A	2E	226121153	S.13.E
14	Dika Erivana	2E	226121158	S.14.E
15	Meylinda Eka	2E	226121167	S.15.E
16	Salma Luthfia A	2F	226121173	S.16.F
17	Wine Nufalona R	2F	226121179	S.17.F
18	Dicky Setya Firasat	2F	226121185	S.18.F

19	Muhammad Reka	2G	226121227	S.19.G
20	Khanza Salsabila	2G	226121233	S.20.G
21	Sesya Oktavia	2G	226121240	S.21.G
22	Hana Dita K	2H	226121259	S.22.H
23	Septi Kartikasari	2H	226121273	S.23.H
24	Amelia Vega	2H	226121270	S.24.H

Appendix 2

The List of Topic and Final Score

No	Sample Code	Topic	Score
1	S.1.A	The LGBT Community Should Have Room in Public Space	3.75
2	S.2.A	The Government Should Altemose The Interfaith Marriage	3.75
3	S.3.A	The LGBT Community Should Have Room in Public Space	3.75
4	S.4.B	Motivation is More Importance For Success than Intelligence	3.75
5	S.5.B	The LGBT Community Should Have Public Space in Indonesia	3.75
6	S.6.B	The LGBT Community Should Not Given Public Space in Indonesia	4.00
7	S.7.C	LGBT Should Have Space in Indonesian Public	3.75
8	S.8.C	LGBT Should Have Space in Indonesian Public	3.75
9	S.9.C	LGBT Should Have Space in Indonesian Public	3.75
10	S.10.D	Advantages of Being Single for Students	3.75
11	S.11.D	Smart People are not Always Successful	3.75

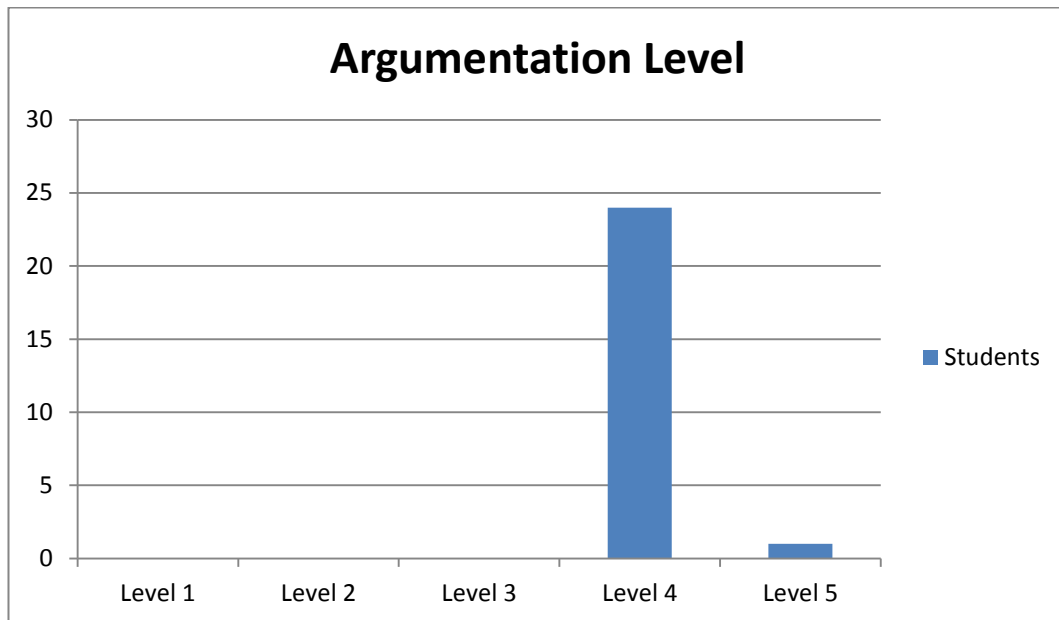
12	S.12.D	Single are More Fun Among Students	3.75
13	S.13.E	Homework is Useful for Students	3.75
14	S.14.E	Technology and Education are Closely Related	3.75
15	S.15.E	Music and Films are Better to Improve English Skill	3.75
16	S.16.F	The LGBT Community Should Have Public Space in Indonesia	3.75
17	S.17.F	The LGBT Community Should Have Public Space in Indonesia	3.75
18	S.18.F	Is “Not to Vote” a Good Solution?	3.75
19	S.19.G	Say “No” to Abstain!	3.75
20	S.20.G	The LGBT Community Should Have Room in Public Space	3.75
21	S.21.G	Motivation Is More Important Than Intelligence For Someone’s Success	3.75
22	S.22.H	Is Artificial Intelligence a Threat?	3.75
23	S.23.H	Are Graduates of Renowned Universities More Likely To Get a Job?	3.75
24	S.24.H	Application of Restorative Justice in Indonesia	3.75

Appendix 3

The Checklist to Identify Argument Quality

Student Code	Claim	Ground	Warrant	Backing	Rebuttal	Qualifier	Level
S.1.A	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.2.A	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.3.A	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.4.B	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.5.B	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.6.B	✓	✓	✓	✓	✓	✓	5
S.7.C	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.8.C	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.9.C	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.10.D	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.11.D	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.12.D	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.13.E	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.14.E	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.15.E	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.16.F	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.17.F	✓	✓	✓	✓	✓	<input type="checkbox"/>	4

S.18.F	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.19.G	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.20.G	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.21.G	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.22.H	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.23.H	✓	✓	✓	✓	✓	<input type="checkbox"/>	4
S.24.H	✓	✓	✓	✓	✓	<input type="checkbox"/>	4

Appendix 4**The Students Argumentation Level**

Appendix 5
THE STUDENTS ARGUMENTATIVE
ESSAY

 IAIN SURAKARTA FAKULTAS ADAB DAN BAHASA	
NAMA	: Shinta Adelia Perambita
NIM	: 220211045
MK	: Argumentative Writing SMT : 2
DOSEN	: Muh. Husin Al Fatah, M.Pd.
HARI/TGL	: Rabu, 5 April 2023
TTD	: 

The LGBT Community should have public space in Indonesia.

LGBT stands for lesbian, gay, bisexual and transgender. Initially in 1990, LGBT was used to refer to homosexual and transgender groups only. Today, this abbreviation covers a wider range of sexual orientation and a variety of gender identities. The casual factors for LGBT are that different cultural background have non-heterosexual feelings or sexual attraction outside of the same sex, biological factors including hormones during pregnancy and genetic profiles can determine a person's sexual orientation, research findings cannot support the concept that one can learn or taught to have a certain sexual orientation.

I disagree if anyone argues that LGBT community should have public space in Indonesia. Because LGBT is a form of sexual deviance that has violated religious norms and the actions taken are contrary to the teachings or nature given by God Almighty as His creation. In Indonesia, where most of the people adhere to the teachings of Islam, this is very contrary to what is taught in Islam. In Islam it is strictly forbidden to have LGBT, even though from the beginning of life every human being has been formed in pairs.

I disagree if anyone argues that LGBT community should have public space in Indonesia. Apart from offending religious norms and contradicting the teachings or nature of LGBT, it is also very much against the first and second precepts of Pancasila. The first precept reads "Ketuhanan Yang Maha Esa", which means that God must be number one in any case, and God forbids it. The second precept which reads "Kemanusiaan yang adil dan beradab" means that God has created everything as optimally as possible, from gender to partner. If God has arranged the portion, why do we as humans have to violate the rules? meanwhile, we as God's creatures just have to run.

I disagree if anyone argues that LGBT community should have public space in Indonesia. LGBT can harm one's health, education and morals. The gay have anal sex so they have a high risk of developing anal cancer. The habit of having oral sex can cause oral cancer. Social threats also hurt for LGBT actors. This is because in essence LGBT is a sexual disorder in one's life, as it can also happen in other fields.

However, even though they do not agree with the opinion that LGBT should have space in Indonesian society, there are already many LGBT actors out there. There are many transgender perpetrators out there who hide their identity or even proudly announce that they are transgender. In fact, doing transgender threatens to make it difficult to get a livelihood because the face does not match the identity card. This creates new problems in society.

Indeed, in Indonesia there is no law regarding LGBT. This makes it difficult for those who oppose the existence of LGBT in Indonesia. Even though we are against this opinion not without reason, there are many threats against LGBT actors regarding physical, mental, or even material health. Health threats to deviant sexual behavior. The changed physique must get gossip from the surrounding community so that the mental is disturbed. Loss of livelihood can also be a problem for transgender people.



IAIN SURAKARTA
FAKULTAS ADAB DAN BAHASA

NAMA : Nira Shofiyani
NIM : 226121015 SMT : 2
MK : Argumentative Writing
DOSEN : Muh. Husn Al-Falah M.Pd
HARI/TGL : Rabu, 5 April 2023
TTD :

The LGBT community should have room in public space

LGBT can be defined as a disorder of sexual orientation characterized by liking the opposite sex or changing sex from female or male or vice versa. LGBT is considered a crime or criminal act that can damage future generations. I strongly disagree if LGBT people are given space in public places because it can affect one's health, education, and moral. Here are some reasons why I disagree with the above topic.

1) First, LGBT is bad for health. This is because free and unhealthy sexual activities continue to be carried out by transgender and gay people who can transmit sex diseases. WHO data states that gay and transgender people have a 20 times greater risk of contracting HIV/AIDS compared to the normal population, besides that LGBT are also at risk of oral cancer, anal cancer, and meningitis.

2) Next, LGBT is not justified by the government on religion. LGBT is against Pancasila, the first precept, the second precept, the third precept, against Article 28 of the 1945 Constitution of the Republic of Indonesia, especially related to the issue of the right to create offspring, create a family. It is because LGBT will definitely not be concerned with family and offspring.


3) The third reason is that usually LGBT people are atheists. Because these people are not recognized by religion, especially in Indonesia, they choose to become atheists. Finally this can make someone not believe in the existence of God.

4) The fourth reason is it should be noted that some families do not like this kind of deviant sexual behavior or LGBT. While some may not make a big deal out of it, the likelihood of rejection is high. The problem only arises when you need support but no family is willing to help, and from here you realize that the path you chose ruined your life.

In addition, although it can be said that LGBT is human right, it should not be discriminated against by anyone even if they are a minority. However, basically LGBT has violated the rules of both religion and government regulations, especially in Indonesia. In addition, LGBT is also a disease and sexuality disorder that can be cured, and can cause diseases caused by free sex.

The last but not least, Motivation brings change. Motivation can be described as a magic word because it can make someone who initially did this thing to do something else. According to bisnisultra.com, a person will not achieve success without motivation. For example, when you want to choose to give up on your dreams even though you are smart, but one motivation, you are back to continue your dreams.

Beside that, some people argue that motivation is just a useless string of words. However, after research, it turns out that the cause of failure is misinterpreting motivation. They just listen without moving. That is what cause failure. So, don't think motivation is useless. Even according to kompasiana.com and other research, motivation can influence yourself to succeed. So, don't forget to apply motivation in your life.

Motivation is more importance for success than intelligence.	 IAIN SURABAYA FAKULTAS ADAB DAN BAHASA
Opinion: Agree	
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Motivation is More Importance for Success than Intelligence

Motivation is a series of words that build or encourage someone towards a better direction or vice versa. Meanwhile, an intelligence is the thinking power that a person has within them, whether intelligence in the subject of science, engineering, sports, and others.


Do you know? If a motivation is very influential on a person's success, it can even determine their destiny in the future. Some people can get success by a motivation. There are so many news about their success by motivation. So, therefore several reasons that motivation is more importance for success than intelligence, as follows:

Firstly, a motivation can galvanise you. With motivation, you'll find it easy to solve the problems you will face, because you remember the motivational words to never give up. According to idtimes.com, a motivational word can make you understand to your problem.

Secondly, motivation can relieve stress. When you're tired of the hustle and bustle of the world, you can search some motivation that makes you feel relaxed. According to jimpeb.ub.ac.id, a motivation can reduce work stress. So, when you're in a stress condition, you can look for some motivation. Although sometimes when stressed a person also needs rest and sightseeing.

Thirdly, motivation can be the basis for realising your dreams. When you are in the phase of wanting to give up, the remember a motivation that can be your encouragement again. For example, a motivation from your teacher that contains "patience brings success". You can use these motivational words to make your mindset not find the word give up. Patience is the key, that's the word you remember and eventually you will succeed thanks to your patience.

Next, an effective path to success is motivation. A smart person cannot be fully successful without motivation. For example, the heroes of Indonesian independence had the motivation to believe that "United we stand, divorced we fall". Then they became independent. From that, it can be learnt that they can be independent by adhering to that word.

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The LGBT Community should have Public Space in Indonesia.

LGBT stands for lesbian, gay, bisexual and transgender. Initially in 1990, LGBT was used to refer to homosexual and transgender groups only. Today, this abbreviation covers a wider range of sexual orientation and a variety of gender identities. The casual factors for LGBT are that different cultural background have non-heterosexual feelings or sexual attraction outside of the same sex, biological factors including hormones during pregnancy and genetic profiles can determine a person's sexual orientation, research findings cannot support the concept that one can learn or taught to have a certain sexual orientation

I disagree if anyone argues that LGBT community should have public space in Indonesia. Because LGBT is a form of sexual deviance that has violated religious norms and the actions taken are contrary to the teachings or nature given by God Almighty as His creation. In Indonesia, where most of the people adhere to the teachings of Islam, this is very contrary to what is taught in Islam. In Islam it is strictly forbidden to have LGBT, even though from the beginning of life every human being has been formed in pairs.

I disagree if anyone argues that LGBT community should have public space in Indonesia. Apart from offending religious norms and contradicting the teachings or nature of LGBT, it is also very much against the first and second precepts of Pancasila. The first precept reads "Ketuhanan Yang Maha Esa", which means that God must be number one in any case, and God forbids it. The second precept which reads "Kemanusiaan yang adil dan beradab" means that God has created everything as optimally as possible, from gender to partner. If God has arranged the partner, why do we as humans have to violate the rules? meanwhile, we as God's creatures just have to run.


I disagree if anyone argues that LGBT community should have public space in Indonesia. LGBT can harm one's health, education and morals. The gay have anal sex so they have a high risk of developing anal cancer. The habit of having oral sex can cause oral cancer. Social threats also lurk for LGBT actors. This is because in essence LGBT is a sexual disorder in one's life, as it can also happen in other fields.

However, even though they do not agree with the opinion that LGBT should have space in Indonesian society, there are already many LGBT actors out there. There are many transgender perpetrators out there who hide their identity or even proudly announce that they are transgender. In fact, doing transgender threatens to make it difficult to get a livelihood because the face does not match the identity card. This creates new problems in society.

Indeed, in Indonesia there is no law regarding LGBT. This makes it difficult for those who oppose the existence of LGBT in Indonesia. Even though we are against this opinion not without reason. There are many threats against LGBT actors regarding physical, mental, or even material health. Health threats to deviant sexual behavior. The changed physique must get gossip from the surrounding community so that the mental is disturbed. Loss of livelihood can also be a problem for transgender people.

The last but not least, Motivation brings change. Motivation can be described as a magic word because it can make someone who initially did this thing to do something else. According to bisnisultra.com, a person will not achieve success without motivation. For example, when you want to choose to give up on your dreams even though you are smart, but one motivation, you are back to continue your dreams.

Beside that, some people argue that motivation is just a useless string of words. However, after research, it turns out that the cause of failure is misinterpreting motivation. They just listen without moving. That is what cause failure. So, don't think motivation is useless. Even according to kompasiana.com and other research, motivation can influence yourself to succeed. So, don't forget to apply motivation in your life.

Motivation is more importance for success than intelligence.	 IAIN SURAKARTA FAKULTAS ADAB DAN BAHASA
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The LGBT Community Should Not Given Public Space in Indonesia



Humans are create to live with others. Relationship is one of the way people in this world connected to each other. When people are old enough, they can have a romantic relationships with whom they love. This relationship should happened between a man and a woman. But these days, there are a man and a man or a woman and a woman being in romantic relationships. Those people with sexual deviance usually called as LGBT, and they are everywhere, even in Indonesia. A lot of people said that the LGBT community should have public space in Indonesia. But, I disagree if LGBT community is given a public space in Indonesia.

1. The first important thing why LGBT should not be given public space is because it will break the Indonesian National Principle, Pancasila. The first w principle of Pancasila is to believe in God. Every religion in Indonesia do not allow their followers to have relationships with the same sexuality. So, if LGBT community is given public space, it is just prove that we are not a good Indonesian citizens.

2. The second reason making LGBT community should have not given public space is because it is not good for the existence of Indonesian in the future. Coupler with same gender or sexuality cannot make any children. So if this is keep continuing, Indonesian people, or maybe around the world, will gone forever.

3. I disagree with people that said that LGBT community should have public space in Indonesia. Some might said that we should be fine with LGBT community because it is their choices, and we should respect the human rights. However, the LGBT community is being wild to spread their "nck" sexualities. They did a lot of campaign to make people accept their existance. This action actually shows that they are do not respect to "normal" people. It is up to someone whether people like them or not. Once again, it is only shows that their community is not respect the human rights.

In conclusion, the LGBT community should not be allowed. They should not given public space in Indonesia. They will bring a lot of bad things if we let them doing everything they want. By do not allowing them spread in our country, we will have a better future.

	
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LBGT SHOULD HAVE SPACE IN INDOONESIAN PUBLIC

In this modern era, there is a lot of promiscuity that occurs in society. This is of course due to technological advances. Free association that teenagers or adults get is like sexual deviation for example LBGT. LBGT are lesbian, gay, bisexual, and transgender. LBGT includes various sexual establishments and sexual identities apart from the generally accepted sex and gender among LBGT people, it is important to recognize that sexual orientation and gender identity are two different things. If we talk about LBGT, of course there will be no end. Of course there are only contradictions raised by the LBGT actors themselves. LBGT is also against religion and social norms. But in my opinion, LBGT doesn't need to be given space in Indonesian public.

A According to Latman and Thormast, people's views on LBGT issues still vary depending on cultural background, religion, social groups, media, family, peer association, gender, and interactions with LBGT individuals. The level of rejection and acceptance of LBGT in Indonesia is still a taboo subject, especially for groups that his thoughts are based on religion. Most blasphemous behavior and sexual orientation those LBGT groups. MUI has even issued a fatwa against the practice of intercourse unions and same-sex marriages. There are also some people who are neutral, accept LBGT people but don't support LBGT and don't carry out activities openly. This group assumes everyone have the same right to live, fulfill the rights as human beings but still consider the local context. While the supporting group is a group LBGT activists for equality who want LBGT also have the same rights eq without limitation in any context, including in same-sex marriages.

B Indonesia as a sovereign country and has its own law which has been explained in article 1 of law number 1 year 1974 concerning marriage that "marriage is a physical and spiritual bond between a man and a woman as husband and wife with the aim of forming a happy and eternal family based on belief in the one and only god". From the article it is clear that Indonesia rejects the existence of LBGT people implicitly in the article. Responding to the rise of LBGT nowadays, people must be able to develop their social vigilance. Likewise, the state cannot escape and hide behind respect for the human rights of its citizens. Where Indonesian society with an eastern culture that upholds religiosity, is very firm and strictly prohibits all ~~the~~ forms of LBGT practices. Therefore, the state has an obligation to maintain the values and moral standards adopted by the majority public.

So, the conclusion is that Indonesia doesn't need to provide space for LBGT

LGBT Should Have Space in Indonesian Public

There are many cases of hate abuse around us. Some of the abuses have various negative impacts. Some examples of such impacts



can harm themselves and others. In Indonesia there is still a lot of misapprehension that are still rife are LGBT cases. Although Indonesia is a country of law, there are still negative cases that are still down-to-earth. Many opinions put forward their ideas regarding this case. If LGBT should have space in Indonesia Public, I disagree with this opinion. Because, I think there are negative effects if LGBT have space in Indonesia Public.

Konras HAM, Natalius Pigai said the state has an obligation to protect Indonesian citizens of any kind, ethnicity, religion, race, or minorities and vulnerable groups (meaning vulnerable from violence). This state has an obligation to meet the human rights need of all Indonesian citizens regardless of ethnicity, religion, including minorities, and vulnerable groups including LGBT (Zustam, 2016). From this statement, it can be concluded that it is inevitable for LGBT groups to get their human rights in the form of guaranteed treatment or treatment for LGBT diseases. In addition to the human rights possessed by LGBT groups, there are actually also human rights obligation (HAM) that must be obeyed by everyone as stated in Article 29, paragraphs (1 and 2) of DUHAM. That's the LGBT view in terms of human rights (HAM).

Sex outside marriage is called adultery, which is a very despicable offense. Presently sexual behavior in the form of adultery, homosexuality, lesbians, and various strange behavior in terms of sex, is widely discussed by the Indonesian people, both through electronic print, and through seminars and discussions. The term that developed in sexual behavior and strange behavior is called LGBT. At a certain period of time this behavior was carried out by the people of Prophet Luth (a.s). In Al-Quran has described qualities of the Prophet Luth who did not want to marry women, as found in Q.s. Al-A'raf (7): 80-84. That's the LGBT view in terms of religion.

The rise of LGBT can be caused for several reasons. An example of such a reason is, the first is due to environmental factors. The second example is genetic factors. This is due to unbalanced hormones in the body. Basically, the instinct for sexual orientation will develop before a person has a sexual experience. And the last is traumatic experience factors. Bad experiences by a person will continue to stick in the heart and mind, causing trauma.

It can be concluded that LGBT should not have space in Indonesian Public. Because there are many statements that LGBT has many negative effects. Not only not correct with Indonesia law, LGBT is not allowed in religion. So I didn't agree with this topic.

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LGBT Should Have Space in Indonesian Public



In this modern era there are many people deviate from the norms that exist in the word. Nowadays all things such as etiquette and noble character that existed in ancient times have almost disappeared. Everything is taken for granted and everyone can do whatever they want. As is the case with LGBT cases which are considered as normal in everyday life. In my opinion, LGBT is something that is deviant but has been considered as a normal thing. Some cases of LGBT cause public riot such as blocking roads or other things in a public environment. Therefore LGBT should not be given a public place for some reason. But some people said that LGBT is human right

The first is the thirst for recognition. From a news quote from Madiabogor.id explaining that people who become LGBT feel that they need to be recognized by others. They will tend to ask for recognition that they are a person who must be recognized as a human being even though they are LGBT. As we know, humans who are thirsty for recognition tend to be people who are easily drawn to things that make them addicted. It's not uncommon for brands to use the public environment to propagate that LGBT has the right to be recognized. The propagate they use, sometimes has to block the road and they will bring banners or other things to voice their voices. This can cause chaos and traffic jams on the streets.

Second, is that it can have a negative impact on children. In this day technology is increasingly advanced and can be accessed by anyone. Many underage children already have their own cell phone. Children who are underage will be very easy to fall into bad rights. Without the supervision of their parents, the children will have the negative impact of falling into LGBT

Third is that the safety of children is threatened. Quoted from TribunBatam.id homosexuals have abused 33% of children in the United States. Which in fact after being traced there are only 2% of people who are gay from the entire American population. As for I in 190 cases of adultery, the form is sexual abuse of children.

LGBT is a very perverted thing. There is nothing in any book that allows same-sex intercourse. The intention was not to do anything indecent. The book teaches to love and love fellow human beings, but not 'love' which leads to sexual relations. As in the Quran Al 'Araf verse 82.

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Music and Films are Better to Improve English skills



Foreign language mastery is one of the important requirements so that Indonesia's young generation is not only able to survive but also able to compete with other nations in this era. Able to survive but also able to compete with other nations in this era. One of the foreign languages that has received serious attention from the government as well as the wider community is English. One way to improve English skills is to use songs and often watch western film. Songs are an excellent tool to help the process of learning English. Watching films can help to increase English vocabulary.

Songs are an excellent tool to help the process of learning English. According to research conducted by Anita Rosmalia Simanjuntak and Dewi Komalasari at the Unesa PG-PAUD Laboratory Kindergarten at the first meeting, the percentage of students ability to recognize English numbers was 90. At the first meeting the children were not able to say the order of english number. This can be seen when the teacher asks question about english numbers, only 8 students are able to answer the teacher's questions correctly. But there was an increase in the student's ability to recognize english numbers at the second meeting. At the second meeting, there was an increase in the students ability to recognize to 11 children, and continued to increase at the meeting the third, the students were able to answer the teacher's question about english numbers namely being able to say english numbers and be able to show the symbols. At the first meeting the percentage increase was 80, at the second meeting was 85, at the third meeting was 90.

Watching films can help to increase English vocabulary. According to research conducted by Siti Nurrahma at the SMK Tauna Bakti Depok the use of films with English subtitles was effective for increasing students vocabulary mastery, students in the experimental class (85.5) obtained a better average score than the control class (79.6) and after the data were analyzed using the t-test at a significant rate of 0.05 result obtained ($3.123 > 1.667$). This show that there is a significant effect on students vocabulary mastery after the application of the use of English films between students in the experimental class and the control class.

That's right, using fun and effective learning methods can easily capture or increase English vocabulary. It happens because we do it with pleasure and according to what we like. By doing it ~~repea~~ repeatedly and continuously, we will get a lot of additional new vocabulary. In other hand, some people said that writing and reading is also be a better to improve English Skill. In Conclusion, so many ways to improve English Skill.

In Conclusion, increasing technology sophisticated certainly followed with some An impact, both positive impact and impact negative impact. But technology ~~do~~ doesn't necessarily solve all the problems that related to such education school studies.

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Technology and education are closely related

Using the new technology, technology in education has become a center point of many researcher and studies. Modern education has to combine with modern technology to come up with best results. In the digital era in which we currently live, technology plays a vital role, with each passing day, new software or gadget is being introduced in the tech market that improves our lives in one way or another and more, it is much more comfortable. The mode of education was never the same, and it has changed continually.

The teacher and the student both can use the technology to enhance the teaching and learning manager. Technology is used as most successful learning. The use of technology as a learning medium is still so familiar, from very simple technology, to sophisticated ones. Technology can be used to attract students to learn and thus make learning more effective and efficient. Technology in its development, certainly brings changes in everyday life, including changes in the field of education. There are two arguments related to the use of technology in education, I agree if technology & education are related & useful.

First, Technology can improve learning. One of the uses of technology in learning is as learning media, such as multimedia interactive. According to Heinrich et al (2002), Multimedia interactive is a medium composed of pictures, sounds, and video materials presented under computer control for learners/learners so that learners not only see pictures and hear voices but also create active responses. The response affects the speed and sequence of the learning materials presentation. There is research being done by Rahayuningsih dan Iudim (2018) states that interactive multimedia use can enhance learning marked by increased student learning results. However, on the other hand if the use of technology is incompatible with learning, or the lack of a teacher's control in the use of technology during learning, then the technology can be a failure. In the case of a experiment study in several schools such as, separate in Israel, German, Dutch, and Colombia schools all report that there has been no adverse or even negative effects between computer use and the final study.

Second, Technology can replace schools, Internet technology can be used for long-range learning by telecommunication (Heinrich 2002). This long-distance learning does not require learners can follow learning anywhere and time, making learning more flexible. Long distance learning is the solution when both learners and teachers cannot face it in person because of time and space. However, on the other hand, long range distance learning can cause learners to become more individualist. Furthermore, skills in speech and social skills are also limited to long-range learning.

learners to sit in regular classes.

It's true, if technology and education are related. However, in other ways learning by using technology will make learners content with the internet technology. Whereas using technology at the right time would be useful and would not waste time. But if learners only adopt technology using the learning app it will be very useful. The advancement of science and technology. As we have realized along with that positive effect than on the technological advances to date were a facilitator. Technology offers a variety of politeness and an ever increasing calm.



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Homework is very useful for students


Homework is an assignment given by teachers to students. A teacher wants to know the ability of his students to the material taught. Homework is usually done at home. But it does not rule out the possibility of being done outside the home. Students usually look for a place that makes them comfortable when doing the homework. Many students do it during their free time. Homework is usually not in the form of doing something. It can also explore nature and others.

Homework can have a positive impact on students. With homework, students will get many benefits like the result of a study conducted by University of Tübingen researchers. This study shows that homework is able to provide positive changes in consciousness. The researcher analysed data from a longitudinal study. With a total of 2760 students from two different school tracks. The researchers was conducted in the states of Baden-Württemberg and Saxony. The results showed that students who invested a lot of effort in doing homework benefited positively.

Homework is given for a good purpose. In fact, it is given so that the teacher knows the extend of the students understanding. And students can understand the material presented. It is also given to reduce students addiction to gadgets, such as playing games and others. Because if most gadgets will interfere with their concentration. Students will also better understand the material and can fill their free time with useful things. With homework it is hoped that students can have a sense of responsibility.

But besides that, homework also has a negative impact. If they have a lot of homework it will affect students health. Research from Stanford Graduate School of Education, USA explain, homework given a large quantities causes stress and health problems. Doing homework will also reduce the time children spend with their families. This is as expressed by Etta Kralovec and John Buell. She said the disruption of children's togetherness with their family and social life.

Homework has both positive and negative impacts. They are equally balanced. It is okay for children to be given homework. So that they understand more. But the homework given should not be too much. It can interfere with children's health. It can even cause illness. So homework should be limited according to the ability of students.

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Single are more fun among students

Today's generation of students are already familiar with the term dating. Having a relationship with the opposite sex has been normalized for students and young people. But sometimes a student must be divided into his focus between learning and the relationship. A student should not be in a relationship first and focus on studying for the future.

Single is not a bad thing. There are so many advantages to single students. First, single students will have higher aspirations and pursue higher education at a young age. Without a relationship, students will focus on pursuing their dreams because they have lots of free time to develop themselves. And indeed at the age of students is the right time to develop potential.


Secondly, as students, those who are single are happier than those who are in a relationship. Studies show that they realize that a romantic relationship is not a necessity that guarantees happiness. This is evidenced by the research of a psychologist from the University of California Santa Barbara.

The third, single can strengthen social interaction relationship. This was stated by a psychologist about the benefits of single status for psychological health. Single people are more sociable, maintain good friendships, and receive support from their closest network of people better than couples. It is perfect for students who need to improve social connections. For students, it is very influential for a good psyche.

On the other hand, sometimes people think by having a relationship, life will be more colorful and not monotonous. But still for students it will interfere with the focus of learning so that it can result in decreased achievement. Besides that, being in a relationship is also considered to be more wasteful because for quality time with your partner you will definitely need more money. While students still depend on their parents financially.

Of the several benefits of being single for students, in my opinion it is better for a student not to be in a relationship first and focus on pursuing achievement and exploring potential for the future.

In conclusion, relationships at student age are not important and do not guarantee happiness. Students should focus on pursuing dreams and higher education.

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Smart People are not Always Successful

Several studies have shown that a person's intelligence, in general, will also be linear with his level of success, even with the wealth he has. But if we look at it on a micro scale, we often find that the smartest person in our class when we were at school or college was not always the most successful in the definition of income. Or conversely, children who are in ordinary classes, it turns out that when they grow up they can be richer than smart children.

This fact is a bit contradictory, because supposedly smarter people will find various ways to solve various problems, including in terms of work. This fact also deviates from the average data which states that a person's intelligence will be linear with his level of success.

^w Alice Boyes, PhD, a clinical psychologist in the Harvard Business Review stated that smart people focus too much on intellectual abilities and do not practice other skills that are also important. When in fact many things such as social relations, communication skills, friendship networks and so on are also conditions for one's success. ^{bit} Smart people when they are in education can solve various problems more easily, without the help of others. Even so when he entered the world of work, he felt he could do better, so he was reluctant to delegate work to others. In solving problems, it turns out that the most important thing is action, experimentation, because by trying to solve them, we will learn in real conditions. However, smart people sometimes prefer to think too deeply, which slows them down from experimenting and entering the real world.

This causes smart people to sometimes find it difficult to achieve success. From the data owned by Thomas J. Stanley, it turns out that good grades, namely NEM, GPA, and ranking are only the 30th success factor, while the IQ factor ranks 21st and going to a favorite university/school ranks 23rd. Among the main factors that influence one's success are honesty, discipline in the first, second and fifth places.

We conclude that everyone has the same opportunity to be successful. A good personality and hard work are the main keys, so it is only fitting that those who feel they are not too smart not feel cut off from the opportunity to succeed.

Advantages of Being Single For Students

Being single has its own advantages than often go overlooked, especially among students who are constantly surrounded by the idea of being in relationship while relationships offer emotional support and intimacy, there are several reasons why being single can be better for students.

In this essay, I will explore some of these reasons and provide evidence to support my argument.


First and foremost, being single allows students to focus on themselves and their personal growth. When in a relationship, individuals tend to prioritize their partner's needs and wants, often at the expense of their own. This can lead to a lack of personal development of one's goals. On the other hand, being single allows individuals to focus on their own passions and interests which can lead to personal growth and self-discovery.

Furthermore, being single can offer a sense of freedom and independence that is often lost in a relationship. When in a relationship, individuals may feel obligated to check in with their partner, make decisions together, and compromise on certain aspects of their life. This can create a sense of restriction and limit personal freedom. Being single allows individuals to make decisions independently and live life on their own terms.



Another advantage of being single is the ability to build strong friendships and social connections. When in a relationship, individuals may become overly reliant on their partner for social support and neglect their friendships. This can lead to a sense of isolation and loneliness if the relationship ends. On the other hand, being single allows individuals to invest time in their friendships, not with someone special.


Finally, being single can help individuals gain a deeper understanding of themselves and what they want in a future partner. By taking time to reflect on past relationships and experiences, individuals can develop a better understanding of their own values and priorities. This can lead to more fulfilling relationships in the future as individuals are better equipped to identify compatible partners and communicate their own needs and wants.

In conclusion, while being in a relationship can offer emotional support and intimacy, being single has several advantages for students. Being single allows individuals to focus on personal growth, offers freedom and independence, allows for strong social connections, and helps individuals gain a deeper understanding of themselves. But taking

	
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TTD	:

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
<p>Topic: The LGBT Community Should have public space in Indonesia.</p> <p>Introduction: LGBT stands for Lesbian, Gay, bisexual, and transgender. LGBT goes against religious norms, therefore I do not agree if LGBT is given space in Indonesia.</p> <p>Support Argument: LGBT can harm a person's health, education, and morals. It greatly effect the future of that person. because of the many negative impacts of LGBT.</p> <p>Counter Argument: I against with opinion LGBT should have public space in Indonesia because of the many negative impact life in health is cancer meningitis, and HIV. Social impact it will be difficult for a gay person to find peace in life because he always changes partners. Educational impact research the problem of dropping out of school five times more than normal student because they feel insecure and 20 percent of them are forced to do so.</p> <p>Support Argument: LGBT is something that is very wrong and contrary to religion because, what we know is that God created humans in pairs, not men with men or vice versa Even in Al-Qur same-sex relationship are not recommended.</p> <p>Counter Argument: God will curse those who practice LGBT, because LGBT deviates from Islamic Law.</p> <p>Conclusion: Therefore, not a few people hate, reject, fear, feel disgusted even exclude. and stay away from LGBT people. This phenomenon prover clearly that Indonesian society</p>	<div style="text-align: center;">  <p>IAIN SURAKARTA FAKULTAS ADAB DAN BAHASA</p> </div> <p>NAMA : SALMA LUTHFIA AZZAHRA. NIM : 226121041 SMT: 2 MK : ARGUMENTATIVE WRITING DOSEN : MUH. HUSIN AL-FATAH, M.P.d HARI/TGL : SABU, 5 APRIL 2023 TTD : </p>
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	 IAIN SURAKARTA FAKULTAS ADAB DAN BAHASA
<p>») The LGBT Community should have public space in Indonesia</p>	<p>NAMA : Wine Nufalona Ramadhan NIM : 226121060 SMT: 2 MK : Argumentative Writing DOSEN : Muk. Husin Al-Fatih, M.Pd HARI/TGL : Rabu, 5 April 2023 TTD : <i>Wini</i></p>
<p>LGBT is a deviation of sexual orientation. This term comes from lesbi, gay, bisexual, and transgender. This LGBT phenomenon often occurs due to a lack of faith, education and dangers that can harm many parties. I disagree with the LGBT community should have public space in Indonesia because in general this has deviated from religious, social and legal norms. In this essay essay I will discuss the various negative impacts of LGBT.</p>	
<p>W</p>	
<p>First, the bad impact on psychology and health. According to research, men who have sex with men are 60 times more likely to contract HIV-AIDS. Meanwhile, transgender transgender women have a 34 times higher risk of contracting HIV than ordinary women. LGBT community will be vulnerable to stress, pressured by circumstances. If adherents of the LGBT influence in psychology continue to reflect and mourn then the stress will never go away.</p>	
<p>Second, the bad impact of LGBT on society. In general, society will ostracize LGBT people if it will hurt because it happens openly. LGBT community will be threatened with being considered bad continuously insulted by the surrounding community. LGBT can also influence applying for job. There are some workplaces where sometimes during an in-person interview you will be asked about your sexual orientation.</p>	
<p>In addition, LGBT is something that is prohibited by religion. Same-sex relationship and marriages are something that violates religious norms. Indonesia is predominantly Muslim and Islam forbids same-sex marriage. In general, LGBT is considered normal in atheist countries countries. And according to research, legalizing LGBT couples in marriage is essentially a useless action.</p>	
<p>A Against the opinion which opposed me because apart being prohibited by religion. LGBT community also have the potential to become atheists. They are usually not recognized by any religion, especially in Indonesia. They fall into LGBT because of a lack of understanding of religion. And their distance from is far from God so they easily violate the prohibition.</p>	
<p>Not only from the community, LGBT also occurs due to several factors.</p> <p>B There are several factors that cause them to fall into LGBT. Environmental factors can trigger the occurrence of LGBT, for example due to wrong association. When someone is friends with LGBT people, there will be a tendency</p>	

Based on the statement, I still disagree with the act of not to vote, because it is an act of selfishness and arrogance. Secondly, people who do not exercise their voting rights are losers. Thirdly, these action will also hinder national development because they do not want to support the government. Then besides that, the act of not voting is not the right way to fix and overcome the problems of democracy in this country. Therefore it is appropriate for us to exercise our voting rights, because we ourselves are able to determine the best leaders for this nation. The vote will largely determine the future of our own country.

- The LGBT Community should have room
in public speech -

Opinion = disagree

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TTD	: 

LGBT is an abbreviation for "Lesbian, gay, bisexual and transgender". This term has been in use since the 1990s and replaces the phrase "gay community" as it is more representative of the groups mentioned.

According to an expert named Swan, Keith W. LGBT is a sexual group related to lesbian, gay, bisexual, and transgender. This sexual group is starting to show itself in the current of globalization which is increasing rapidly by spreading content and news to support the group.

Meanwhile according to Islam itself the law of LGBT is haram, because Islamic law mentions homosexuality between men with the term *liwath*, as a word whose root word *luth*. His actions are called *liwath* because these actions have been carried out by people who are disobedient to the call of the Prophet *Luth* as.

LGBT have no right to be given space in public. It also affects a large part of society and is not in accordance with religious law, especially nowadays many people are openly practicing LGBT, even though it has been legalized in western countries. But still LGBT doesn't deserve to be imitated. It is also clear that Allah created human beings in pairs, as the *Verse* which has been explained in the *Qur'an*.

In Indonesia, many people are against LGBT. Because according to the Indonesian people, LGBT is a social deviant behavior that is not in accordance with the norms, morals, ethics, religion and values adopted in society. In the law there is article 292 of the Criminal Code which states the prohibition against adults who commit obscene acts with other people of the same sex whom they know.

One of the negative impacts of LGBT is that it can affect our health. Such as oral cancer and anal cancer. Therefore we should not give room for LGBT, apart from the many bad influences they also violate religious norms. Meanwhile, on the other hand, the national human rights (KOMNAS HAM) consider that LGBT is a fact that must be acknowledged.

Name : Sept Kartika Putri

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Application of Restorative Justice In Indonesia

There are many pros and cons regarding the discussion of the application of Restorative Justice in Indonesia. Restorative Justice itself is a settlement of crimes by involving perpetrators, victim, families of perpetrators, families of victim, to jointly seek a just solution through peace by emphasizing re-election to its original state.

Restorative Justice has various pros and cons, for example, pro-restorative Justice is the settlement of crimes by prioritizing the human rights of victim, such as the statement by Supri Dasco Ahmad, Deputy Chairperson of the People Representative Council of the Republic of Indonesia (DPR RI), he stated that there are often nuances of criminalization in cases legal in Indonesia, therefore the principle of restorative Deputy Minister of Law and Human Rights (KEMENKUMHAM) Mr. Supri to include restorative Justice in the reform of the Criminal Code.

However, there is a contra side, in my opinion, restorative Justice does not have a deterrent effect on perpetrators because it only tends to repeat their actions, plus a lack of a sense of security for the community. According to Nur Rochaeli, a lecturer at the Faculty of Law, Diponegoro University (UNDIP), explained that there are challenges in applying the principles of restorative Justice, namely because the police institution (APR) lacks the same understanding of the treatment of children. Facilities and infrastructure for handling child cases during the trial process and coordination between officials are still formal in carrying out their duties and responsibilities. It seems that the public cannot accept the concept of restorative Justice when faced with serious cases such as corruption, terrorism and human rights (HAM) violations. In addition, it will be difficult to restore justice if the guilty are not aware, acknowledged and not involved.

In my opinion the implementation of restorative Justice in Indonesia can't be done because there are victims' rights that must be fulfilled. Because in Indonesia today they still use retributive Justice (punishment) which focuses on the perpetrators and ignores the rights of the victims. A simple example is laptop theft, the victim reports it to the police, after a few days the thief is caught but the evidence is sold, then the thief is tried and the judge finally sentences him to prison. The question is what about the loss to the victim (laptop owner) after the judge decides to imprison the perpetrator. Does he have the right to sue the thief to get his laptop back? Of course the answer is no, because thieves have already received retribution for their in prison.

Until now, the Restorative Justice model, which is part of progressive law, is still being debated regarding the pros and cons, because there are some people who think restorative Justice can be applied in Indonesia.

Nama : Amelia Vega

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Are graduates of renowned universities more likely to get a job?

University is influential in careers and jobs. Careers and dream jobs such as working at a reputable company. In particular, are very much related to the university background. A university background has several advantages. Starting from lecturers, connections, alumni and public views. In addition, when applying to a company, recruiters will highlight the origin of the campus. If you are a graduate of a well-known university. If the campus is not a well-known university, it will not be included in the further selection process.

Renowned university certainly has excellent or superior accreditation. Accreditation itself is an effort from the government to set standards and quality assurance for university alumni. Like a car, accreditation or quality assurance needs to be followed by the factory that produces it. A factory that has gained accreditation and a good reputation means that it can produce cars that are worthy of being marketed and used by the wider community. In the world of education, this is also the case, meaning that with good, very good, or superior accreditation, the quality of the alumni has been tested and at least has met the standards.

Research by the educational research institute The Chronicle of Higher Education, United States in 2014, found that campus reputation turns out to be one of the factors that determine a company when looking for workers. In the study, graduates from less well-known campuses are negatively affected when applying for a job. This happens because employers often look at the reputation of the college where the applicants come from. As many as 29% of employers refused to consider job applicants who came from unrecognized campuses. While about 9% tried to consider. About 3% in the study even admitted that they were reluctant to respond to job applicants from less reputable campuses. This means that most employers prefer graduates from well-known colleges or campuses. Although skill also influences when finding a job.

According to an official release from Job Street Indonesia received by Bisnis, Tuesday, March 2, 2020, it is not wrong if companies assume that graduates from well-known universities have good quality, because considering the entrance exam is quite difficult. Universities with good reputations have competent teaching staff and high academic expectations to spur competition between students to get high scores and have good and complete facilities to support their students' ability to learn.

Campus reputation and accreditation are two of the most important factors in the world of work or when applying for a job. It is owned by a well-known university. For fresh graduates who want to apply for a job at the famous company they want. It can be a major factor for them, because various data show that some companies do recruit based on their graduates.

(KIKY)

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Application of Restorative Justice In Indonesia


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Until now, the Restorative Justice model, which is part of progressive law, is still being debated regarding the pros and cons, because there are some people who think restorative Justice can be applied in Indonesia.

<p>Is "Not to Vote" a good Solution?</p>	 IAIN SURAKARTA FAKULTAS ADAB DAN BAHASA	
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Indonesia is a democratic political country.

For this reason, people can participate in government, especially in democratic parties, namely in democratic general election. In those activities, it should be an opportunity for the people to determine the future of their own country. However, in recent times the people's interest in participating in government has waned. This is indicated by the increasing number of people who do not vote at each other general election. Not voting is the act of a person not using their voting rights. In this case, I strongly disagree with not voting.

Firstly, not vote is an action that shows that the person is selfish and arrogant. This means that the person does not care about the fate of a country's civilization for the next five years. This is in accordance with the opinion of the Chairperson of the Nasdem Party's Election Winning Agency (Pappilu), Efandy Choirie or Gus Choiri report from Berita Satu that if someone is abstaining from excessive dislike for a candidate who is advancing, then he can be categorized as an arrogant person. "Regarding whether he likes it or not, people do not like to overdo it. It also arrogant. My choice is not suitable. It is very arrogant, as if he is the most perfect person." Said Gus Choi. For this reason, optimism and arrogance must be eliminated, because it is an enemy in the administration of democracy in this government.

Secondly, the person who commits to not vote is actually the loser. What does it mean? We as citizens have been given the opportunity to choose leaders who are suitable and good for the nation, and who are not oriented towards committing acts of corruption. However, by not exercising our voting rights during general election, it make us tantamount to missing a golden opportunity for the Fate of a nation. Based on information from Kompas News, former chief Justice of the constitutional Court Mahfud MD said that people who did not vote were only detrimental him. He can also harm others by giving people the opportunity to choose a leader who is not qualified. Apart from that, don't we also pay taxes to the state which will later be used to pay the people representative and state official? However, we reluctant to choose our own leaders? That is tantamount to being called a loss in the nation and state.

The number of people who did not vote was growing. Based on information quoted from Detik News, the role of society is a policy. Society is a subject that has the potential to be sacrificed their right. We know that every national development program, the government must have completed these development plan.

Almost all people who do not vote say that the act not vote is a right and isn't crime. They do, because they feel disappointed by the leaders' promises that did not materialize. So from that, they moved their protest action by not voting. This opinion isn't correct. Not voting is not the best choice to claim the promises of the leaders. By not exercising the right to vote, it means that we have behaved irresponsibly toward our own nation. Then by not vote it will not improve political and democratic conditions, but will instead make these condition worse.



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HARI/TGL : Rabu, 5 April 2023
TTD :

Topic : Motivation is more important than intelligence for someone's success.

Motivation is more important than intelligence for someone's success

Motivation and intelligence are important factors that contribute to someone's success.

It is undeniable that motivation greatly influences someone's success. Humans need motivation to be able to live life well and achieve success. Intelligence is not enough to achieve success in life without motivation from within or outside. So, I agree with "Motivation is more important than intelligence for someone's success" because motivation drives individuals to set goals, take action, and persevere in the face of challenges.

Motivation drives individuals to set goals. Without motivation, individuals may lack direction and purpose in life. However, with motivation in place, an individual can set meaningful goals and work hard to achieve them. For example, a student who is economically challenged, uses it as his motivation to always try hard and pay. He sets his goal to go to university and endeavours to find scholarships and keep trying.

Moreover, research has shown that motivated individuals are more likely to achieve their goals than those who are not motivated. According to a study conducted by the University of Rochester, motivated individuals are better able to focus their attention, persevere in the face of challenges, and are more likely to achieve their goals.

Motivation drives individuals to take action. Intelligence alone may not be enough to achieve success in life. However, with motivation, individuals are more likely to take action to achieve their goals. For example, a motivated entrepreneur may take the necessary steps to start their own business, regardless of the risks involved.

Furthermore, motivation is a key factor in determining one's level of engagement and productivity. According to a study, motivated individuals are more likely to be engaged in their work and achieve higher levels of productivity than those who are not motivated.

Motivation encourages individuals to persevere in the face of challenges. Intelligence alone may not be enough to overcome obstacles and challenges. However, with motivation, individuals are more likely to persevere and find ways to overcome challenges. For example, a motivated athlete may continue to train and work hard, even when faced with setbacks and injuries.

Additionally, studies have shown that individuals with high levels of motivation are more likely to develop resilience and cope with stress. Motivated individuals are better able to cope stress and overcome obstacles than those who lack motivation.



IAIN SURAKARTA
FAKULTAS ADAB DAN BAHASA

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In Conclusion, increasing technology sophisticated certainly followed with some An impact, both positive impact and impact negative impact. But technology ~~do~~ doesn't necessarily solve all the problems that related to such education school studies.