

CHAPTER I

BACKGROUND

This Chapter presents an overview of this final report topic. The explanation is divided into background, problem formulation, purpose, and benefit of the study.

1.1. Background

One of the purposes of writing courses in Sriwijaya State Polytechnic mostly is enabling students to develop various types of essays namely: expository, narrative, and persuasive or argumentative essays. An argumentative essay is one of the genre of essays that commonly assigned by teachers as a course assignment (Wu, 2006) as cited Simon (2008) an argumentative essay is a form or rhetoric composition comprises of claims and support or reasons to justify beliefs in order to persuade people to a particular action or behavior.

Stephen Toulmin coined a framework of argumentation (1979), which arguments and counter arguments. Toulmin (2003) holds that there are six elements in an argument that are divided into two main parts. Each argument consists of the first four primary components namely claims, data, warrants, and backing; data are facts that support the claim; warrants are reasoning that connect claims and data to enable inferences, and backing refers to any additional support of the warrant. And there are two other additional components, namely qualifier and rebuttal. A qualifier is a word that limits or enhances another word's meaning. A qualifier may also acknowledge counterarguments .

The purpose of persuasive writing is to convince readers toward a certain point of view, or opinion (Chandrasegaran, 2008). In an argumentative essay, students give an argument and then establish a position on a given or chosen topic. Furthermore, they give a piece of evidence to persuade the audience to see things from their perspective. Students writers should address the opponent's stance, and if refute the contradictory positions (Feretti, MacArthur, and Dowdy, 2000) many researchers hold that writing argumentative essay is

the most difficult type of essay writing. The challenge is the writers must structure their argument. Eventually, many students do not build an argument in their essay. Students often do not give any real arguments but statement without justification or support to convince readers. An essay is written, but not an argument.

According to The 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 (Toulmin, 2003). This Toulmin model of argument paradigm, therefore, has been commonly employed in teaching and studying argumentative essay. Its importance as heuristic is it is used to evaluate the argument component. So, this model can guide unskilled writers to produce their arguments. Therefore, through this framework, students' argumentative texts can be analyzed. Some studies have revealed that students commonly provided the claim in their essay. Most students did not provide elaborative data, and counterclaim and evidence for counterclaims. The conclusion is also absent from their essay. Students often focused on their claims, without addressing opponent viewpoint (Serpil, 2018) as cited in Lestari (2020).

English department students are expected to have good skill in writing an argumentative essay. Students need to structure their argumentative essays based on Toulmin model to improve their essays.

Based on the explanation above, the writer wants to investigate about argumentative elements in students' essay by using the Toulmin model. The writer conducted research, and the study title is **“Analyzing Students' Argumentative Essay Using Toulmin Model.”**

1.2. Problem of the Study

Based on the statement on the background above, the writer would like to formulate the problem in this final report to find out “Is there any Toulmin Model in the argumentative essay of English Department students of Sriwijaya Polytechnic?”.

1.3. Purpose of the Study

The purpose of this study is to find out Toulmin Model in the argumentative essay of English Department students of Sriwijaya Polytechnic.

1.4. Benefit of the Study

Through the identification and analysis of parts Toulmin argument in the argumentative essays produced by students in English Department, drawbacks of their writing can be identified, and then remedial can be conducted. Also, the benefit of the study is to find out if there are any differences in the writing pieces in the same genre produced by students. Finally, it can provide a rhetorical model for assisting students in producing effective argumentative essays and at least it could be a reference for them to improve their essay writing. The results from the study could increase students' awareness of basic elements of Toulmin argument model, and suggestions for teachers on what they need to provide for learners.