

**ASSESSING EFL STUDENT'S CRITICAL ANALYSIS SKILL IN ESSAY
CONTEXT USING TOULMIN'S MODEL OF ARGUMENT**

Thesis

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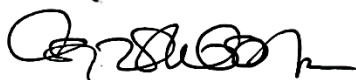
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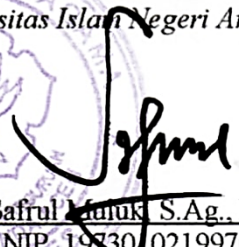


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Model of Argument”**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya. Maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah, the most Gracious most Merciful)

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First and foremost, all praises belong to Allah SWT, the creator, lord of whole worlds and judgment day. Peace and blessing of Allah may always be upon prophet Muhammad, his family and companions, may Allah have mercy on all of them. Here, I would like to express deepest grateful to my thesis supervisors, Ms. Syarifah Dahliana, S.Ag.,S.E.,M.Ag.,M.Ed., Ph.D. and Ms. Azizah, S.Ag., M.Pd. for their invaluable guidance, support, and expertise throughout the entire research process. Their insightful feedback, patience, and encouragement have been instrumental in shaping this thesis and pushing me to reach my full potential.

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ABSTRACT

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In the world of education that not all students possess the knowledge necessary to advance their capacity for critical thought. They only better at systematic skill than abstract skill. Even if they decided to incorporate critical analysis into their courses, other evaluations indicated that many students were not well-trained or equipped to proceed these abilities. The purpose of this study to explore students' ability in critical analysis based on Toulmin's Model of Arguments. The researcher used qualitative research method ;in this legit Document analysis and Interview were used to collect the data. The participants of this research were six person; they are four male and two female from batch 2018 of English students at Islamic University of Ar-Raniry. They were chosen by using purposive sampling technique with the characteristic of having completed discourse analysis class and have score value with B as minimum. The data obtained were analysed using Toulmin's Model analysis and the researcher found the average EFL student's ability in Critical Analysis was weak and also the pattern they used was the Toulmin model pattern and there are no other pattern showed up in the participant's essay This is proven by only one person who has a strong argument based on the Toulmin model. The rest are considered weak because they do not complete the elements of the Toulmin model.

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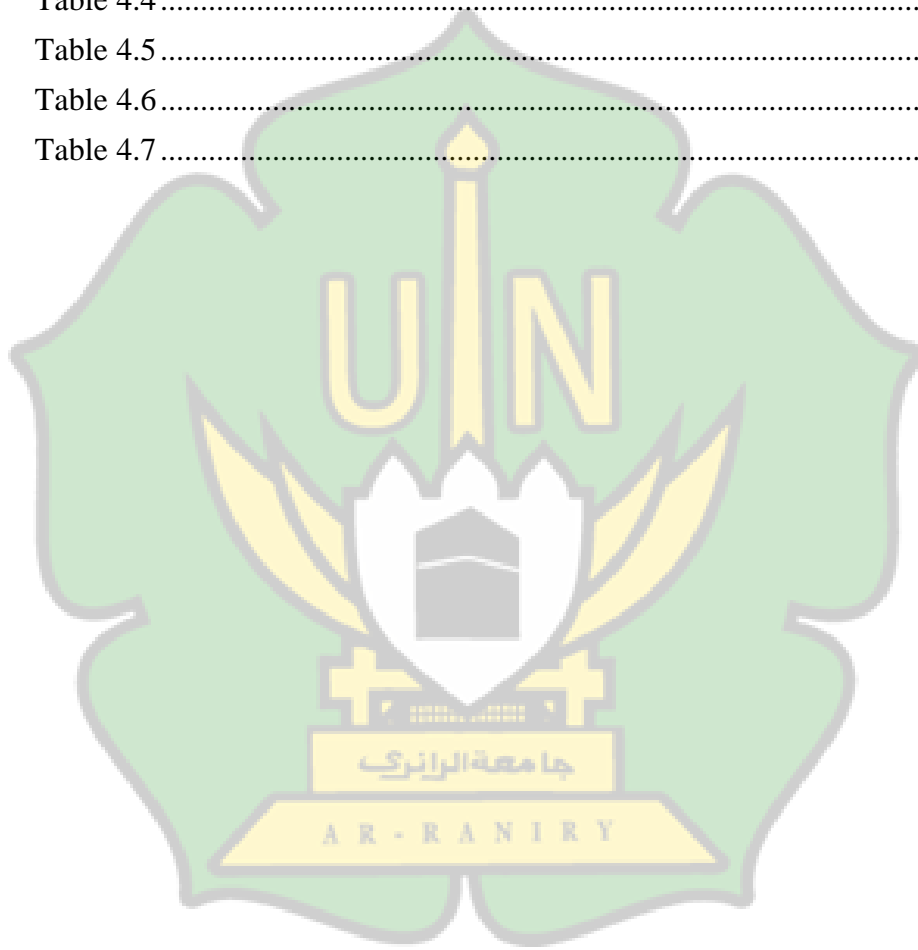
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, objective of the study, significance of the study, the scope of the study, and terminology.

A. Background of Study

Education institutes often value critical analysis abilities. This indicates that it is vital to combine this talent with other cognitive features that increase and sharpen analytical and evaluation skills while reading any text or information. This skill evaluation is important to absorb and recognize information with "awareness, creativity, and refinement" (Murawski, 2014 p.35). Applying critical analysis techniques to the course contents, thought, and practice might not be straightforward. Nold (2019) discovered that not all students possess the knowledge necessary to advance their capacity for critical thought. Even if they decided to incorporate critical analysis into their courses, other evaluations indicated that many lecturers and instructors were not well-trained or equipped to teach these abilities.

Moreover, critical analysis skills have become increasingly important in the 21st century, as individuals are exposed to a vast amount of information and arguments from various sources, including social media and news outlets (Facione & Gittens, 2016 p.44). Therefore, developing critical analysis skills in EFL students is crucial to help them become informed and engaged citizens who can make informed decisions based on reasoned arguments.

English as a Foreign Language (EFL) students are expected to develop not only their language skills but also their critical thinking skills. Critical analysis is defined as the process of evaluating information and arguments systematically and objectively (Kurland, 2000 p.24). In EFL education, critical analysis skills are necessary to comprehend and evaluate written and oral texts, as well as to develop their arguments in speaking and writing activities (McGregor, 2017 p. 144)

One framework that can be used to teach critical analysis skills is Toulmin's model of argument. Toulmin's model provides a structured approach to analyzing and constructing arguments, with a focus on identifying and evaluating the evidence and reasoning behind claims (Toulmin, 2003, p.22). Toulmin's model has been applied in various fields, including education, communication, and rhetoric, to teach critical thinking and argumentation skills (Krabbe, 2014 p. 2).

However, there is a limited amount of research on the application of Toulmin's model in EFL contexts. Previous studies have examined the use of Toulmin's model in teaching academic writing (Assemi & Hassani, 2014 p. 66) and critical reading. The journal notes that students struggle to use the Toulmin argument model in writing within the confines of literature. but there is a gap in the literature on its use in teaching critical analysis to EFL students.

The same research has been conducted related to this research by Hu and Zhong (2016), Chinese EFL students had difficulty identifying and evaluating the credibility of sources in an academic research assignment. This highlights the need to develop effective strategies for teaching critical analysis skills in EFL contexts.

The use of Toulmin's model of argument in EFL education can be an

effective strategy for developing critical analysis skills, as it provides a structured approach to analyzing and constructing arguments (Krabbe, 2014). Toulmin's model is composed of six components, namely, claim, grounds, warrant, backing, qualifier, and rebuttal (Toulmin, 2003, p. 32). The model can help EFL students identify and evaluate the evidence and reasoning behind claims, as well as develop their arguments in a systematic and logical manner.

This study focuses on assessing the critical analysis abilities of EFL students using the Toulmin model argument rubric. This study will be conducted at a university and the participants will be EFL students. This study will use a qualitative research approach, and data will be collected through the Toulmin's model of argument instrument test. The research will be conducted with EFL students to assess their ability to analyze critically using the Toulmin model of argument method.

B. Research Questions

1. How are EFL students' critical analysis ability in essay based on Toulmin's Argument method?
2. How are the patterns of EFL student in writing essay based on Toulmin's argument evaluation ?

C. The objective of The Study

1. To explore the student's ability in critical analysis based on Toulmin's Model of Argument method.
2. To uncover the EFL student's essay pattern based on toulmin's argument evaluation.

D. Significance of the Study

This study was expected to be able to give advantages to the following :

1. For Students

The study is hoped to contribute to the existing literature on critical analysis and EFL education by providing a new perspective on the use of Toulmin's Model of Argument in assessing EFL students' critical analysis skills. This new perspective could inform the development of more effective instructional practices to enhance EFL students' critical analysis skills.

2. For Teacher

Teachers can use the study's findings to enhance their instruction and select the most effective learning method for each student to efficiently accomplish learning goals while making learning enjoyable.

3. For Researcher

It is hoped that this research will add to the body of knowledge available to other researchers for critical analysis and serve as a new source of inspiration for instructional design.

E. Terminology

1. Critical Analysis

Critical analysis is the process of examining and evaluating a piece of work, such as an essay, article, or book, in a rational and logical manner. It involves moving beyond describing and analyzing to evaluating, criticizing, and postulating on what is being processed (Brown and Keely, 2015 p.23). Writing a critical analysis demonstrates one's critical thinking skills, which are essential for completing educational courses and working in academic, managerial, or decision-making roles known (Brown and Keely, 2015 p.26). In this study, critical analysis is a way of examining argument based on their knowledge and interpretate it to pattern of thinking.

2. Essay Context

Essay is a piece of writing that presents the author's own argument or point of view on a particular subject. It is a short, nonfictional, and often subjective composition that can be formal or informal in nature. The definition of an essay can be vague, as it overlaps with other forms of writing such as letters, papers, articles, pamphlets, and short stories (Hall, 2014 p. 22). In short, essay is an author argument that is defined in writing form.

3. Toulmin's Model of Argument

The Toulmin Model of Argument is a structure for analyzing and constructing arguments. It breaks down arguments into six component parts: claim, grounds, warrant, backing, qualifier, and rebuttal (Hitchcock & Verheij, 2007).

p. 32). The Toulmin method is a style of argumentation that breaks arguments down into these six component parts, and it is used to analyze and present arguments in situations where there are no clear truths or absolute solutions to a problem. The Toulmin Model is often used by both readers and writers to understand, evaluate, and construct valid arguments Hitchcock and Verheij (2007). It is a way of doing very detailed analysis, in which we break an argument into its various parts and decide how effectively those parts work together.



CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature and previous studies that have been done on this topic. This chapter also discusses theories on the Assessing EFL student's Critical analysis in essay Context using Toulmin's Model of Argument in Brief.

A. Definition of Critical Thinking

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Foresman et al., 2016, p. 23). It is the ability to think clearly and rationally, understanding the logical connection between ideas. Critical thinking requires being aware of your own biases and assumptions when encountering information, and applying consistent standards when evaluating sources (Foresman et al., 2016 p. 23). It involves being an active learner rather than a passive recipient of information, and it helps to identify credible sources, evaluate and respond to arguments, assess alternative viewpoints, and test hypotheses against relevant criteria. Critical thinking is important for making judgments about sources of information and forming your own arguments. It emphasizes a rational, objective, and self-aware approach that can help you to identify credible sources and strengthen your conclusions Foresman (2016).

Paul and Scriven (2019) continue by saying that the foundation of critical thinking is: "Clearness, accuracy, consistency, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness are universal intellectual ideals that cut across subject matter boundaries" (Paul and Scriven, 2019 p.133). Examining the thinking processes that underlie all reasoning includes looking at the aim, problem, or subject at hand, assumptions, concepts, empirical support, reasoning that leads to conclusions, implications, and results, challenges from competing viewpoints, and frame of reference . A family of interconnected modes of thinking, including scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, moral thinking, and philosophical thinking, includes critical thinking because it is responsive to a variety of subject matter, issues, and purposes Paul and Scriven (2019)

B. Types of Critical Thinking

Convergent or analytical thinking, divergent thinking, and creative thinking are the three different categories of "thinking talents." To comprehend the world around, think critically, solve issues, make logical decisions, and form our values and views, we employ these skills (McPeck, 2016, p. 16).

1. Convergent Analytical Thinking

This type of thinking does not involve a lot of originality or lateral thinking. It is not the greatest for tackling issues that are complex or call for unconventional thinking. Instead, it employs simple cognitive processes. To arrive at the "right" answer, a convergent thinker only needs to use previously established processes and

memory recall (McPeck, 2016, p.18).

The use of convergent thinking in standardized and multiple-choice exams is fairly widespread. These examinations merely evaluate our knowledge and our capacity to apply it to straightforward, logical circumstances.

2. Divergent Thinking

According to McPeck (2016) Divergent thinking is a thought process or method used to generate creative ideas by exploring many possible solutions. It is often referred to as lateral thinking and is the opposite of convergent thinking. Divergent thinking involves generating a large variety and quantity of solutions from memory and perception to address a challenge. It typically occurs in a spontaneous, free-flowing, "non-linear" manner, such that many ideas are generated in an emergent fashion (McPeck, 2016, p. 20). Activities that promote divergent thinking include creating lists of questions, setting aside time for thinking and meditation, brainstorming, subject mapping, bubble mapping, keeping a journal, playing tabletop role-playing games, creating artwork, and free writing. In free writing, a person will focus on one particular topic and write non-stop about it for a short period of time, in a stream of consciousness fashion. Divergent thinking encourages creativity, teamwork, and boosts morale by exploring all possible solutions to a problem and dismissing the first idea (McPeck, 2016 p. 22).

3. Creative Thinking

Although it might seem counterintuitive, creative thinking is a key factor in human development. Market gaps or brand-new, simpler, quicker, and better methods of doing things are the focus of creative thinking. A creative thinker's

brilliant new approach to a problem may end up becoming the new accepted wisdom (Aristotle, 2021, p. 12).

C. Critical Analysis

Critical analysis is a crucial component of language learning, particularly in EFL education. As EFL students develop their language skills, they must also learn to analyze, interpret, and evaluate texts critically. This review will explore the literature on critical analysis in EFL education, including its definition, importance, and challenges (Hyman, 2017, p. 4).

Critical analysis is a complex process that involves a range of cognitive and linguistic skills. According to Kuiken and Vedder (2014), critical analysis involves identifying the purpose, main ideas, and supporting details of a text, evaluating the author's arguments, and considering the context in which the text was written. It also involves making connections between the text and the reader's own experiences and knowledge. Through critical analysis, EFL students can develop their ability to think deeply about texts, express their ideas clearly, and engage in academic discourse (Wu, 2016, p.2).

The importance of critical analysis in EFL education has been widely recognized. Researchers have found that critical analysis is essential for academic success in various fields, such as literature, history, and social sciences (Grabe & Stoller, 2011 p.12). Moreover, critical analysis can help students develop their metacognitive skills, such as self-monitoring and self-evaluation (Wu, 2016 p.2). Through critical analysis, students can also become more aware of cultural differences and develop their intercultural competence (Zhang & Zhang, 2019 p.

1). Despite its importance, critical analysis can be a challenging task for EFL students. Many EFL students struggle with understanding complex texts and academic vocabulary (Grabe and Stoller, 2011, p.47). They may also lack the necessary background knowledge and cultural context to fully understand the text (Kuiken & Vedder, 2014, p.33). In addition, critical analysis requires students to be able to express their ideas clearly and logically, which can be difficult for students who are still developing their language skills (Wu, 2016, p.2).

To overcome these challenges, EFL educators have employed various strategies to support students' critical analysis skills. One such strategy is the use of scaffolding, which involves providing students with support and guidance as they work through a task (Grabe and Stoller, 2011, p.49). For example, teachers may provide pre-reading activities that help students activate their prior knowledge and build their vocabulary. Teachers may also model critical analysis by demonstrating how to analyze a text and providing feedback on students' work (Kuiken & Vedder, 2014, p. 41).

In addition to scaffolding, EFL educators have also used various instructional approaches to develop students' critical analysis skills. For example, task-based learning, which involves engaging students in real-world tasks that require critical thinking, is effective in developing students' critical analysis skills (Zhang & Zhang, 2017, p.2). Another approach is content-based instruction, which involves using authentic texts and materials to teach language and content simultaneously (Grabe and Stoller, 2011, p.51).

In conclusion, critical analysis is a crucial component of EFL education. Through critical analysis, students can develop their language skills, engage in academic discourse, and become more culturally aware. However, critical analysis can be a challenging task for EFL students, and educators must use effective strategies and instructional approaches to support students' development of these skills. By doing so, EFL educators can help students become more confident and successful language learners.

D. Toulmin's Model of Argument

Toulmin's model of argument has been widely used as a framework for analyzing arguments in various fields, including education, communication, and rhetoric. The Toulmin model of argument is a structure for analyzing arguments, developed by philosopher Stephen Toulmin in the 1950s (Hitchcock & Verheij, 2007 p. 4). It breaks arguments down into six component parts:

1. Claim: The conclusion of the argument or the statement the speaker wishes the audience to believe.
2. Grounds: The foundation or basis for the claim, often consisting of evidence and reasons.
3. Warrant: The reasoning that connects the grounds to the claim, explaining why the evidence supports the claim.
4. Qualifier: A statement that limits the scope of the claim, indicating the degree of certainty or probability.
5. Rebuttal: Counterarguments or opposing viewpoints that challenge the claim.

6. Backing: Additional evidence or reasoning that supports the warrant, providing further justification for the claim.

The Toulmin model is useful for analyzing arguments as a reader or writer, as it helps to understand and evaluate the validity of claims. It is particularly effective when there are no clear truths or absolute solutions to a problem, as it takes into account the complex nature of most situations (Hitchcock & Verheij, 2007 p. 7).

While the use of Toulmin's model of argument in EFL instruction has been less studied, several researchers have explored its potential to improve critical thinking skills. For example, Wang (2013) used Toulmin's model as a basis for teaching argumentative writing to EFL students in China and found that it improved their ability to structure and support arguments. Similarly, Al-Haq and Kabilan (2017) used Toulmin's model to teach argumentation skills to EFL students in Oman and found that it improved their ability to identify and evaluate arguments.

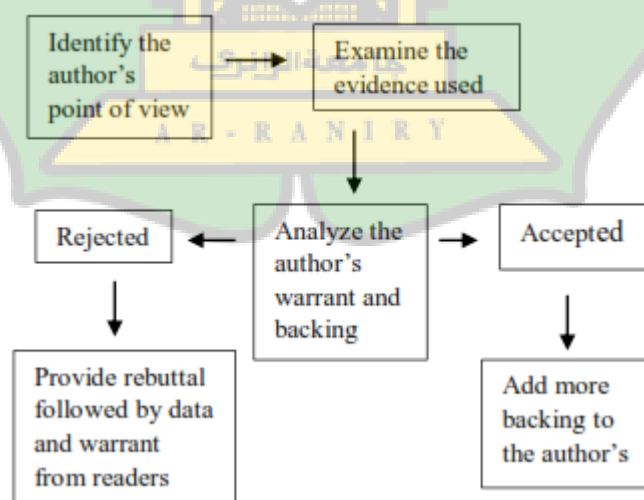
E. Examine the Argument with Toulmin's Model

A framework or technique that is in line with the critical analysis processes is the Toulmin model. The approach, according to Bermani (2017) offers a claim, data, warrant, backing, rebuttal, and qualifirer. Each argument is backed up with evidence that serves as a basis for logical examination. In other terms, a warrant is a conclusion drawn from the evidence and the assertion. By supplying background information or supporting evidence for the conclusion, backing plays a part in supporting the warrant. Rebuttal assumes the stance of denying the evidence and support offered in the argument if the warrant is rejected.

The link between the warrant and the argument may resemble the process of critical reading, in which readers evaluate the justification offered by the author in the text. This framework can be applied to other parts of the text as well, not just argument writing. By examining the warrant, they could position themselves as opponents who would either reject or accept the author's argument. The major area to determine whether the author has already presented a convincing case through their analysis and other supporting evidence is the warrant's emphasis. Therefore, if the logical analysis is accepted, readers might support the author's argument with more evidence (Bermani, 2017, p.22).

Otherwise, it is indicated that the rebuttal rejects the authors logical analysis. The image below illustrates how the Toulmin model can be evaluated in critical reading, particularly during the description, interpretation, and evaluation processes (Rieke and Malcom ,2013, p. 34).

Figure 2.1



F. Writing Essay

Writing an essay involves presenting an idea, argument, or point of view on a particular subject. Essays can be formal or informal and are typically structured into three main parts: the introduction, body, and conclusion. The introduction provides background information and sets the tone for the essay, while the body contains the main argument and supporting evidence. The conclusion summarizes the main points and restates the thesis. There are many different types of essays, including argumentative, expository, narrative, and descriptive essays. Essays can be used to inform, persuade, or entertain the reader. To write an effective essay, it is important to select a topic, define the purpose of the essay, and structure the essay in a clear and concise manner (Warburton, 2020, p. 17). Good essays should have a clear thesis statement, well-organized paragraphs, and supporting evidence. Writing an essay requires critical thinking skills, including analytical, reflective, logical, creative, and problem-solving skills (Warburton, 2020, p. 19).

a. Argumentative Essay

An argumentative essay is a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner. It uses logical evidence and empirical data to convince readers of a particular position on a topic. The structure of an argumentative essay typically includes an introduction and thesis statement, body paragraphs with evidential support, and a clear conclusion. This type of essay requires well-researched, accurate, detailed, and current information to support the thesis statement and consider other

points of view. It is different from an expository essay in the amount of pre-writing (invention) and research involved, as argumentative essays involve extensive research and may require empirical research. The goal of an argumentative essay is to show that the thesis is the only logical conclusion, and it relies heavily on hard evidence and logical support to prove the argument. (Warburton, 2020, p. 23).

b. Expository Essay

An expository essay is a type of essay that explores various angles of a specific topic to provide information in an objective manner. It is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. The purpose of an expository essay is to inform, explain, or describe a particular topic or subject. It is different from an argumentative essay, which requires the writer to establish a position on a topic and use logical evidence and empirical data to convince readers of that position. In an expository essay, the writer remains neutral and presents information in a factual and objective manner. The structure of an expository essay typically includes an introduction, body paragraphs that provide evidence and support for the thesis statement, and a conclusion that summarizes the main points of the essay. Examples of expository essays include compare and contrast essays, process essays, and essays that analyze cause and effect. (Warburton, 2020, p. 25).

c. Narrative Essay

A narrative essay is a type of essay that tells a story, often based on personal experiences or events. It is a genre of writing that allows students to express themselves creatively and personally, using storytelling elements to engage the reader. Narrative essays are typically anecdotal, experiential, and personal, and they often follow a structure that includes an introduction, plot, characters, setting, climax, and conclusion. (Warburton, 2020, p. 26). These essays are often assigned in high school or university composition classes and can be used to test the student's ability to create a clear and engaging narrative.

Some key characteristics of narrative essays include:

1. Personal perspective: Narrative essays are often written from the author's perspective, allowing them to share their own experiences and emotions.
2. Storytelling elements: These essays use elements of storytelling, such as plot, characters, setting, and climax, to create an engaging and compelling narrative.
3. Creative and personal: Narrative essays are a chance for students to express themselves creatively and personally, allowing them to use literary devices and a more informal tone.
4. Structure: Narrative essays typically follow a structure that includes an introduction, body paragraphs with evidence and support for the thesis statement, and a conclusion that summarizes the main points of the essay.

When writing a narrative essay, it is essential to choose a topic that allows you to discuss a particular theme or lesson and to use a creative and engaging writing style. (Warburton, 2020, p. 26).

d. Descriptive Essay

A descriptive essay is a genre of writing that aims to create a vivid and engaging experience for the reader by using detailed and evocative language to describe a subject. The goal of a descriptive essay is to convey a strong sense of familiarity and appreciation in the reader. This type of essay can focus on various subjects, such as objects, people, places, experiences, emotions, or situations. Descriptive essays are often assigned in high school and composition classes to test the student's ability to use language creatively and to convey a memorable image of their subject. (Warburton, 2020, p. 28).

G. Previous Research

Previous research has explored the role of critical thinking skills and Toulmin's model of argument in improving the ability of English as a Foreign Language (EFL) students to analyze and evaluate arguments. Studies have investigated the effectiveness of explicit instruction in critical thinking skills, argument analysis, and the use of Toulmin's model in EFL instruction.

Ennis (2011) outlined the importance of critical thinking skills in academic success and identified various dispositions and abilities that are essential for effective critical thinking. Alavinia and Ketabi (2012) found that explicit instruction

in critical thinking skills, including argument analysis, improved the reading comprehension and critical thinking ability of EFL students in Iran. Kim (2016) used argumentative writing assignments to improve students' critical thinking skills and academic writing ability in an EFL context.

The use of Toulmin's model in EFL instruction has also been explored in several studies. Wang (2013) used Toulmin's model as a basis for teaching argumentative writing to EFL students in China and found that it improved their ability to structure and support arguments. Al-Haq and Kabilan (2017) used Toulmin's model to teach argumentation skills to EFL students in Oman and found that it improved their ability to identify and evaluate arguments.

Overall, these studies suggest that explicit instruction in critical thinking skills and the use of Toulmin's model can improve EFL students' ability to analyze and evaluate arguments. However, further research is needed to investigate the effectiveness of these approaches in different EFL contexts and with different student populations. The present study seeks to address this gap by specifically examining the critical analysis skills of EFL students using Toulmin's model of argument.

CHAPTER III

RESEARCH METHOD

This chapter describes the methodology used by researcher in this study, including the research design, research site and participant, data collection techniques and data analysis methods.

A. Research Design

According to Creswell (2009), Qualitative study is a research method that aims to understand social or human problems by building a complex, holistic picture formed with words, reporting detailed views of informants, and conducted in a natural setting. It is an emergent, inductive, interpretive, and naturalistic approach to the study of people, cases, phenomena, social situations, and processes in their natural settings to reveal in descriptive terms the meanings that people attach to their experiences of the world. Qualitative research is often used to explore and provide deeper insights into real-world problems. It involves collecting non-numerical data points, such as textual, visual, and audio files, and analyzing them through content analysis and thematic analysis (McLeod, 2023, p. 66) . Qualitative research design is often used in case studies, where the investigator focuses on one or more cases over time through detailed, in-depth data collection involving multiple sources of information.

B. Research Site and Participant

The present study was conducted at the Faculty of Tarbiyah and the University of Ar-raniry in the Aceh Province. In this research, the author conducts a purposive sampling method. According to Ashley Crossman (2020), Purposive sampling is a non-probability sampling technique that involves selecting units based on their characteristics that are relevant to the research question. In other words, the researcher selects the participants "on purpose" to obtain a sample that is best suited to help answer the research question. Purposive sampling is best used when the researcher has a lot of background information about the research topic and wants to focus in-depth on a relatively small sample. There are several types of purposive sampling methods, including homogeneous sampling, typical case sampling, maximum variation sampling, expert sampling, and critical case sampling (Kassiani, 2023 p. 98). Purposive sampling is a useful method when the researcher wants to study a specific population or subset of the population that shares certain characteristics. However, since purposive sampling is a non-probability sampling method, the sample obtained is likely to be biased and may not represent the population, which limits the generalizability of the findings.

Participants in this study were students who had completed a discourse analysis course batch 2018 as part of their EFL program. This study aims to recruit around 6 English language education participants four males and two female. The inclusion criteria for participants is that they are currently registered as active students at the university, they are also researching the abilities and student's writing skill so that it is very suitable for the needs of this study and

have B as a minimum score of discourse analysis. Based on the test there are 6 students who passed the qualification criteria as it can be seen in the following table :

Participants	Batch	Numeric Score	Alphabet Score
Participant 1	2018	72	B
Participant 2	2018	86	A
Participant 3	2018	72	B
Participant 4	2018	82	B+
Participant 5	2018	86	A
Participant 6	2018	77	B

Table 3.1

C. Data Collection Procedure

To collect data, researchers used the following steps First, the researcher explains about researcher's identity as an introduction to the students. Then, the researcher confirms the willingness of the students to do the research. And then, explain the intention and purpose of the research. Second, the researcher asks students to make an argumentative essay based on generic structures. Third, after the data is collected, the researcher conducts the analysis based on the technique data analysis mentioned in Toulmin's Method. Fourth, after the researcher analyzes the collected data, the researcher will describe the result based on the percentage from the result of data analysis. Also, the researcher will outline the result by table. Fifth, the researcher hopes for the result of EFL

Students' Ability to analyze the argument, so we can say that the ability of EFL student students in analyzing is ranked.

D. Data Collection Method

Data collection methods are techniques and procedures used to gather information for research purposes. Below are some of the data collection methods that the author used in this research.

In this study writer conduct document analysis in collecting data. Document analysis is a qualitative research technique used to evaluate and interpret documents systematically. It involves examining and interpreting data to uncover meaning, gain understanding, and come to a conclusion. The process of document analysis includes reviewing or evaluating documents, both printed and electronic, in a methodical manner (Bowen , 2009 p. 24). The content is categorized into distinct themes, similar to the way transcripts from interviews or focus groups are analyzed. The documents may also be graded or scored using a rubric. There are three primary types of documents: public records, personal documents, and printed or electronic materials. Document analysis is a valuable research method that allows researchers to conduct studies they might otherwise not be able to complete. It is a social research method of great value and plays a crucial role in most triangulation methods, combining various methods to study a particular phenomenon. To maintain a high level of objectivity and sensitivity, the researcher must be careful to ensure that the document analysis results are crediblebe (Bowen, 2009, p. 24).

The researcher provided the participants with argument material from CCN to test, the argument was as follows.

The Willow Project

Recently, there has been an uproar on social media because of a new proposal called The Willow Project. Petroleum Refinery Company ConocoPhillips wants to drill for oil in the National Petroleum Reserve located in Alaska. It is a “23 million-acre region that represents the largest undisturbed public land in the U.S” reports NPR. The federal government owns this reserve, and ConocoPhillips offered a proposal to lease the land. The Biden administration is considering leasing this region to make America less reliant on foreign oil as well as boost the economy reported CNN. The project is massive, costing \$6 billion, and would take decades to drill all the oil from Alaska’s North Slopes in the Natural Petroleum Reserve. This area is said to hold up to 600 million barrels of oil, which would benefit the country because of how much energy it would provide. However, there has been a lot of controversy surrounding these plans, leading to the 2.9 million petition signatures to stop the project.

D. Data Analysis

Data analysis is the process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. In analyzing the data that has been collected the author uses 2 data analysis.

1. Thematic analysis

Thematic analysis is a data analysis method that involves identifying patterns and themes in qualitative data such as interview transcripts, survey responses, and essays (Crabtree, 2019). Thematic analysis is a flexible approach to qualitative analysis that enables researchers to generate new insights and concepts derived from data. The process of thematic analysis involves repetitive data reading, data coding, and theme creation. The researcher closely examines the data to identify common themes, topics, ideas, and patterns of meaning that come up repeatedly. There are various approaches to conducting thematic analysis, but the most common form follows a six-step process: familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up (Crabtree, 2019 p.122). Thematic analysis is a useful method for analyzing the data collected from the EFL students' essays in this study. The data collected from the participants will be analyzed using thematic analysis to identify the themes related to the students' critical analysis skills. The thematic analysis will provide insights into the research questions and objectives and will be used to support the conclusions of the study (Crabtree, 2019 p.123).

2. Toulmin Model Argument Analysis

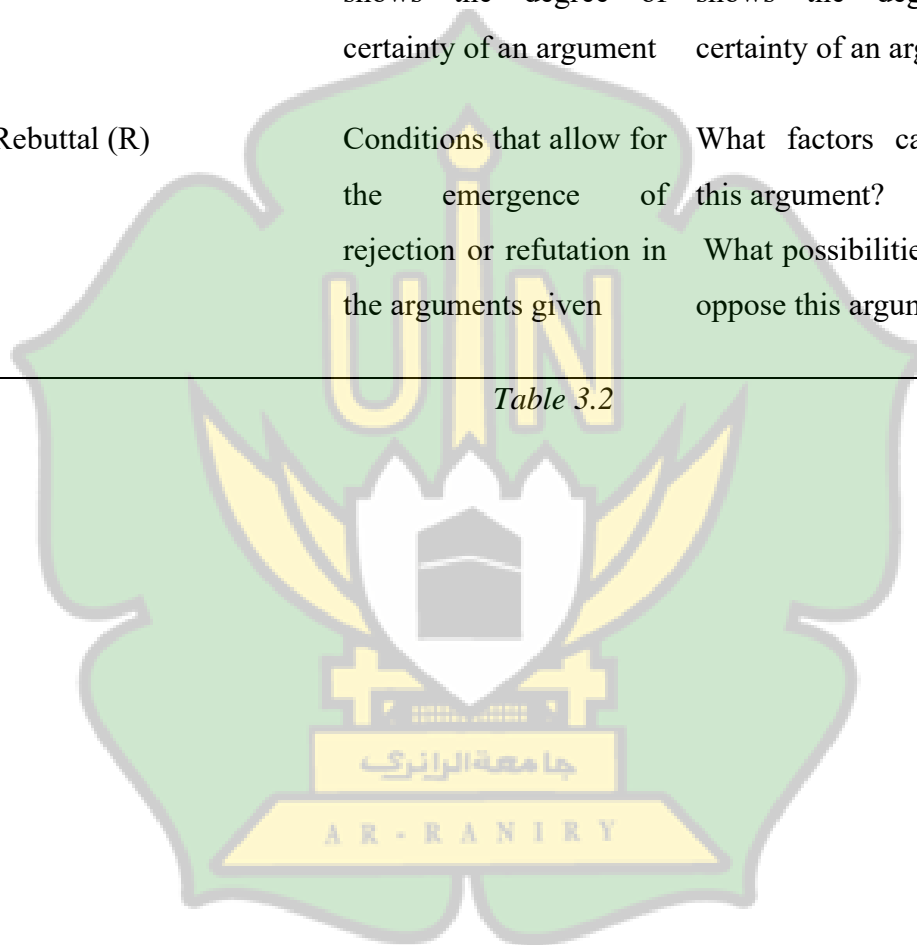
The Toulmin model of argument analysis can be applied to data analysis in qualitative research. The model involves breaking down an argument into six component parts and evaluating the effectiveness of each part. The six parts are claim, grounds, warrant, qualifier, rebuttal, and backing. In the context of data

analysis, the claim could be a research question or hypothesis, while the grounds could be the data collected through interviews, observations, or documents (Hitchcock and Verheij (2007). The warrant would be the reasoning that connects the data to the research question or hypothesis, explaining why the data supports the claim (Hitchcock & Verheij, 2007, p. 55). The qualifier would indicate the degree of certainty or probability of the claim, while the rebuttal would consider alternative explanations or interpretations of the data. Finally, the backing would provide additional evidence or reasoning to support the warrant and the claim. By applying the Toulmin model to data analysis, researchers can evaluate the validity and reliability of their findings and ensure that their conclusions are well-supported by the data.

Argumentation Element	Description Argumentation Element	Identification Question
Claim (C)	A Position Statement is a statement that contains a person's opinion or position on an issue	What is actually claimed? What is supported? Where is the position on this issue or topic?
Ground (G)	An argument can be in the form of experimental observations, general knowledge, statistical data, and a person's testimony	What is the basis for the argument?

Warrant (W)	A bridge that connects position statements with data or facts	What basis is used to reason relevant and factual?
Qualifier (Q)	Disclosure of the speaker's attitude that shows the degree of certainty of an argument	Disclosure of the speaker's attitude that shows the degree of certainty of an argument
Rebuttal (R)	Conditions that allow for the emergence of rejection or refutation in the arguments given	What factors can drop this argument? What possibilities might oppose this argument?

Table 3.2



CHAPTER IV FINDING AND DISCUSSION

The finding and discussion section in a thesis is where the researcher presents and explains the data that has been collected during the research process. In this section, the researcher should provide an in-depth exploration of the results, going into detail about the meaning of the findings and citing relevant sources to put them in context (Kember and Corbett, 2018 p.155). The discussion section should focus on explaining and evaluating the significance, importance, and relevance of the results this chapter presents findings and discussions of students' ability in writing argument essays written by Students of UIN Ar-Raniry Batch 2018. The result of the test and interview will determine EFL students' ability to analyze skills in an essay contest using Toulmin's Model of argument. The researcher hopes the results are obtained by the researcher's expectation. The elaboration of the results of the test and interview is discussed as follows.

A. Finding

The test was held on Thursday 5 October 2022 and was carried out at the Ar-Raniry State University, Tarbiyah and Teacher Training Building, the test around 60 minutes each participant. The test is carried out using English in the process of giving essays From the test results, this is indeed the case found that several abilities and pattern were used by EFL students in critical analysis. In this instance, the researcher attempts to explore the arguments through participant-written essays, with the main points being as follows.

The argument presented in the most recent news *The Willow Project* CNN (2021) is predicated on the aforementioned claim. The participants should consider this statement since it offers perspectives from two angles. For participants to express or generate their arguments in essay form from their perspective based on their existing knowledge, the statement also gives facts that back up a claim and strong argument. Following their presentation of arguments in support of their position, the researcher will evaluate it using Toulmin's model of argumentation. In this instance, their critical analysis argument is deemed heavy or strong if they can include every element of Toulmin's model.

1. EFL Student's Critical analysis ability in Writing Essay

Based on the results of the research conducted, the researcher concluded and analyzed the abilities and patterns used by participants in argumentative essays as follows.

No	Participants	Result
1.	Participant 1	Weak
2.	Participant 2	Strong
3.	Participant 3	Weak
4.	Participant 4	Weak
6.	Participant 5	Weak
7.	Participant 6	Weak

Table 4.2

a. Participant 1

After understanding the willow project article , the first participant gave the following argument.

“The approval of the willow project by the US government was a sloppy step. This contradicts what the US government has been campaigning and preaching about Environmental Ethics. They also have been one of the major voices when it comes to preserving nature. This can be seen in the involvement of the US government in many environmental conventions. They also have been continuously involved in carbon trading with third-world nations. However, this step at some point might be necessary considering their current oil deal with the Saudi government, where the Saudi government is limiting the production of oil which directly affected the US oil reserve.”

After viewing the essay , the argument is analyzed with Toulmin's table analysis:

The Elements	The Argument	Note
Claim	<i>“The approval of the willow project by the US government was a sloppy step”</i>	n/a
Ground	<i>“his contradicts what the US government has been campaigning and preaching about Environmental Ethics. They also have been one of the major voices when it comes to preserving nature”</i>	n/a

Warrant	<p><i>”This can be seen in the involvement of the US government in many environmental conventions. They also have been continuously involved in carbon trading with the third world nations.”</i></p>	n/a
Rebuttal	<p><i>”However, this step at some point might be necessary considering their current oil deal with the Saudi government, where the Saudi’s government is limiting the production of oil which directly affected the US oil reserve.”</i></p>	n/a

Table 4.3

After evaluating the arguments mentioned above, it can be seen that the first participant is in opposition or contra to the first claim (C). As a result, the first participant's Claim is backed by a warrant (W) and ground (G) and concludes with the possibility of being refuted (R). As a result, the first participant's argument is “weak” because it lacks the necessary qualifier (Q).

b. Participant 2

After understanding the willow project article, the first participant gave the following argument.

“Based on the topic discussed previously, I strongly disagree with the Willow Project. It is because the project will damage the environment, this activity also poses many risks, such as floods, landslides (ice berg), and various after-disasters that threaten human life. Although the aim of this project is to reduce the alliance of foreign oil, we have to consider the risk after it is executed. This is also related to the petition that people had signatures to stop this project. They support for the aims of this project, but consider the risk that happened in the future. This project is similar with the Lapindo mud flow incident in Sidoarjo East Java, Indonesia. According to experts, it was because of an error in drilling. More due to the fact we cannot predict natural disasters when they will occur. For that reason, people might think twice to agree with the regulation.”

After viewing the essay, the argument is analyzed with Toulmin's table analysis:

The Elements	The Argument	Note
Claim	1. <i>“Based on the topic discussed previously, I strongly disagree with the Willow Project.”</i>	n/a
	2. <i>“More due to the fact we cannot predict natural disaster when it will occur. For that reason, people might</i>	

	<i>think twice to agree with the regulation.”</i>	
Ground	<i>“It is because the project will damage the environment, besides this activity also poses many risks, such as floods, landslide (iceberg), and various after disasters that threaten human life.”</i>	n/a
Warrant	<i>“This project is similar with the Lapindo mud flow incident in Sidoarjo east Java, Indonesia. According to experts, it was because of an error in drilling.”</i>	n/a
Qualifier	<i>“We have to consider the risk after it is executed. This is also related to the petition that people had signature to stop this project. They support for the aims of this project, but consider the risk that happen in the future”</i>	n/a
Rebuttal	<i>“Although the aims of this project are positive to reduce the alliance of the foreign oil...”</i>	n/a

Table 4.3

Participant 2 is in the “Contra” position as shown by his first Claim (C) after viewing the argumentative statement he made above. The grounds (G) and warrants (W) offered to support this claim. After that, the qualifier, which serves as a bridge between the ground (G) and the warrant (W), strengthened the argument. Participant 2 added second Claim (C) after the First Claim (C), but it wasn't backed up by any Grounds (G) or Warrant (W). As the final result, the first participant's argument is considered “strong” because it meets all the elements of Toulmin’s Model.

c. Participant 3

After understanding the willow project article, the first participant gave the following argument.

“In my opinion, the plan for oil drilling in Alaska the United States which is held by the ConocoPhillips Company under the name The Willow Project has indeed received positive support if we see from one side, such as the USA country is not dependent on foreign oil and also to build its oil supply in the country. However on the other hand, with large costs and taking a long time, it will have big impact and very dangerous for the people who live in Alaska. Also with the rejected petition, you can be sure that will have an impact on the future world, because Alaska is a region that is generally untouched by man. From that, the impact on other living creatures that live in Alaska will also threaten their sustainability and will cause the extinction of such creatures such as penguins and Alaska wolves.”

After viewing the essay, the argument is analyzed with Toulmin's table analysis:

The Elements	The Argument	Note
Claim	<i>"In my opinion, the plan for oil drilling in Alaska the United States which is held by the ConocoPhillips Company under the name The Willow Project has indeed received positive support"</i>	n/a
Ground	<p>1. <i>"..If we see from one side, such as the USA country is not dependent on foreign oil and also to build its oil supply in the country."</i></p> <p>2. <i>"However on the other hand, with large costs and taking a long time, it will have a big impact and be very dangerous for the people who live in Alaska"</i></p>	n/a
Warrant	<i>"Also with a rejected petition, you can be sure that will have an impact in the future world, because Alaska is a region that is generally</i>	n/a

untouched by man. From that, the impact on other living creatures that live in Alaska will also threaten their sustainability and will cause the extinction of such creatures such as penguins and Alaska wolves...”

Table 4.4

Participant 3 is in the Pro and Contra perspectives, respectively, based on the essay's argument. Claim (C) *“In my opinion, the plan for oil drilling in Alaska the United States which is held by the ConocoPhillips Company under the name The Willow Project has indeed received positive support”* he is in the pro-position, and it is refuted by the fact that he is in the contra- position on the second Ground (G) *“However on the other hand, with large costs and taking a long time, it will have a big impact and be very dangerous for the people who live in Alaska”*. Additionally, the warrant (W) provided shows backing for Ground (G) is Contra. The analysis above indicates that the argument presented is “weak” because it does not satisfy the criteria of Toulmin’s model and is incompatible with the first Claim.

d. Participant 4

After understanding the willow project article, the first participant gave the following argument.

“The Willow Project is a project that has been in an uproar on social media. It aims to drill for oil in the National Petroleum Reserve located in Alaska. In my opinion, this project is too risky and too demanding because the resource of the country that will be used to support this project in the side of funding or human resources. Also, this project is too risky because of the impact that will occur after this project is held. It can be seen in other country how the land of drilling oil become contaminated and damaged. As we know that in the Paris Agreement that result an SDGS project that supported the development of all country's agreement. It can be seen that the land that a drilling oil effect the land and also the people around the land for example the drilling oil in Natuna. So I would like to say that I do not agree with this Willow Project even though this project goal is to support economic funding of USA.”

After viewing the essay, the argument is analyzed with Toulmin's table analysis:

The Elements	The Argument	Note
Claim	<p>1. <i>“In my opinion this project is too risky and too demanding because the resource of the country that will be used to support this project is the side of funding or human resources”</i></p> <p>2. <i>“So I would like to say that I do not agree with this Willow Project even though this</i></p>	n/a

	<i>project goal is to support economic funding of USA.”</i>	
Ground	<i>“Also this project is too risky because of the impact that will occur after this project was held. It can be seen in the other country how the land of drilling oil become contaminated and damaged.”</i>	n/a
Warrant	<i>“As we know that in the Paris Agreement that result in an SDGS project that supported the development of all country's agreements. And it can be seen that the land has a drilling oil effect the land and also the people around the land for example the drilling oil in Natuna.”</i>	n/a

Table 4.5

Participant 4 each has “Contra” perspective based on essay arguments. His Claim (C) *“In my opinion this project is too risky and too demanding because the resource of the country that will be used to support this project is the side of funding or human resources”* that he is in a contra-position and also the re-claim (C) *“So I would like to say that I do not agree with this Willow Project even though this*

project goal is to support economic funding of USA.” In the last paragraph, this analysis is also supported by Ground (G) in the second paragraph. Additionally, the Warrant (W) granted indicated support for Ground (G) Contra. The analysis above shows that the argument presented is “weak” because it does not meet the Toulmin’s model elements.

e. Participant 5

After understanding the willow project article, the first participant gave the following argument.

“In my opinion, the oil drilling purposed by a private company called ConocoPhillips to the American government to drill for oil in the Alaska region with the aim of being less dependent on foreign parties in the oil sector is very good for increasing oil supplies in American country. Moreover the estimates oil supply in the project located in Alaska is also very abundant, the supply is estimated to reach 600 million of oil which will take several decade to extract, but it is necessary to consider again that to carry out this drilling, Alaska is the place with has not been fully explored is every graced place for important place for the survival of living creatures there, such as penguins, polar bear, fish in the sea and other creatures.by carrying out this drilling, environmental pollution will also occur. Form environmental pollution, the habitat of living creatures will also have a huge impact on the area where the project is carryout. Apart from destroying it, the breeding of animals in the area will also be hampered due to environmental pollution, so it’s not surprising that many people refuse to approve this private project considering the impact it will cause after the project is approved by the government.

After viewing the essay, the argument is analyzed with Toulmin's table analysis:

The Elements	The Argument	Note
Claim	<i>“ In my opinion, the oil drilling purposed by a private company called ConocoPhillips to the American government to drill for oil in the Alaska region with the aim of being less dependent on foreign parties in the oil sector is very good for increasing oil supplies in American country.”</i>	n/a
Ground	<p>1. <i>“Alaska is the place with has not been fully explored is every graced place for important place for the survival of living creatures there, such as penguins, polar bear, fish in the sea and other creatures.by carrying out this drilling,</i></p> <p>2. <i>“Form environmental pollution, the habitat of living</i></p>	n/a

creatures will also have a huge impact on the area where the project is carryout. Apart from destroying it, the breeding of animals in the area will also be hampered due to environmental pollution, so it's not surprising that many people refuse to approve this private project considering the impact it will cause after the project is approved by the government."

Warrant

"Moreover the estimates oil supply in the project located in Alaska is also very abundant, the supply is estimated to reach 600 million of oil which will take several decade"

n/a

Qualifier

" So it's not surprising that many people refuse to approve this private project considering the impact it wil

n/a

*cause after the project is approved
by the government.”*

Table 4.6

After seeing the statement above, participant 5 is in the pro position based on the first Claim (C) *“In my opinion, the oil drilling purposed by a private company called ConocoPhillips to the American government to drill for oil in the Alaska region with the aim of being less dependent on foreign parties in the oil sector is very good for increasing oil supplies in American country.”* but in the next element, Ground (G), the reality is the opposite of the first Claim (C) *“Alaska is the place with has not been fully explored is every graced place for important place for the survival of living creatures there, such as penguins, polar bear, fish in the sea and other creatures. by carrying out this drilling, environmental pollution will also occur.”* And *“Form environmental pollution, the habitat of living creatures will also have a huge impact on the area where the project is carryout. Apart from destroying it, the breeding of animals in the area will also be hampered due to environmental pollution, so it’s not surprising that many people refuse to approve this private project considering the impact it will cause after the project is approved by the government.”* Both Grounds are supported by Warrants (W) *“Moreover the estimates oil supply in the project located in Alaska is also very abundant, the supply is estimated to reach 600 million of oil which will take several decade.”* In the end the statement is backed with Qualifier (Q) Disclosure of the speaker's attitude that shows the degree of certainty of an argument *““So it’s not surprising*

that many people refuse to approve this private project considering the impact it will cause after the project is approved by the government.” The final result of the argument above is considered “weak” because it does not meet the elements of the Toulmin’s model.

f. Participant 6

After understanding the willow project, the first participant gave the following argument.

“To begin with, there are merits and drawbacks in this potential project. Economically wise, this project could generate a massive stimuli to American economy. Because of that a Pro found impact will occur in term of national prosperity. On other hand economic growth based on oil production and selling could be seen in country like Saudi Arabia, which benefit a lot from oil selling. Those benefits could be seen in form of numerous alleviation in many sector in Saudi Arabia – such as health, education, technology advancement and job opportunity or availability. Next alongside this astronomical potential benefit this project could also contribute to a potential devastating environmental damage that would profoundly affected a major issue such as climate change acceleration. The increase of carbon from oil cause ruinous catastrophe that occur around the world. Higher temperature linked to climate change have doubled the likelihood of drought in 2011, 2017 and 2019 have repeatedly wipe out crops and livestock. Drought have left million people in Ethiopia, Kenya and Somalia in need of aid such as food and health supply .Therefor millions of people have submitted their signature propos or even to stop this project.”

After viewing the essay, the argument is analyzed with Toulmin's table analysis:

The Elements	The Argument	Note
Claim	<p><i>"To begin with, there are merits and drawbacks in this potential project. Economically wise, this project could generate a massive stimuli to American economy. Because of that a Pro found impact will occur in term of national prosperity."</i></p>	n/a
Ground	<p>1. <i>"Next alongside this astronomical potential benefit this project could also contribute to a potential devastating environmental damage that would profoundly affected a major issue such as climate change acceleration. The increase of carbon from oil cause ruinous catastrophe that occur around the world."</i></p> <p>2. <i>"Form environmental pollution, the habitat of living creatures</i></p>	n/a

will also have a huge impact on the area where the project is carryout. Apart from destroying it, the breeding of animals in the area will also be hampered due to environmental pollution, so it's not surprising that many people refuse to approve this private project considering the impact it will cause after the project is approved by the government.”

Warrant i. *“On other hand economic growth based on oil production and selling could be seen in country like Saudi Arabia, which benefit a lot from oil selling.*

Those benefits could be seen in form of numerous alleviation in many sector in Saudi Arabia such as health, education, technology advancement and job opportunity or availability”

	<p><i>“Higher temperature linked to n/a climate change have doubled the likelihood of drought in 2011, 2017 and 2019 have repeatedly wipe out crops and livestock. Drought have left million people in Ethiopia, Kenya and Somalia in need of aid such as food and health supply.”</i></p>	
Qualifier	<p><i>“There for millions of people have submitted their signature propos or even to stop this project.”</i></p>	n/a

Table 4.7

Participant 6 each has “pro and contra” perspective based on essay arguments. Claim (C) *“To begin with, there are merits and drawbacks in this potential project. Economically wise, this project could generate a massive stimuli to American economy. Because of that a Pro found impact will occur in term of national prosperity.”* that he is in a pro-position and also the first Ground (G) that not support Claim *“Next alongside this astronomical potential benefit this project could also contribute to a potential devastating environmental damage that would profoundly affected a major issue such as climate change acceleration. The increase of carbon from oil cause ruinous catastrophe that occur around the world.”* Now he is in contra perspective, ground here does not support the Claim

(C) and the next Ground also has opposite with first Claim “*Form environmental pollution, the habitat of living creatures will also have a huge impact on the area where the project is carryout. Apart from destroying it, the breeding of animals in the area will also be hampered due to environmental pollution, so it’s not surprising that many people refuse to approve this private project considering the impact it will cause after the project is approved by the government.*” Additionally, the Warrant (W) granted indicated support for Ground (G) Contra. The analysis above shows that the argument presented is “weak” because it does not meet the Toulmin’s model elements.

3. The Pattern of Student’s Writing Essay

a. Participant 1

The researcher wanted to explore the pattern employed by participants 1 using the following questions after learning about their capacity for critical analysis, the pattern is claim (C)-ground (G)-warrant (W)-rebuttal (R). As a result, the first participant's argument is regarded as weak because he failed to include the Qualifier element (Q).

b. Participant 2

The researcher wanted to explore the pattern employed by participants 2 using the following questions after learning about their capacity for critical analysis. According to the essay argument, the pattern used by Participant 2 is Claim (C) Reclaim (C) - ground (G) - Warrant (W) - Qualifier (Q) rebuttal (R) .

c. Participant 3

The researcher wanted to explore the pattern employed by participants 3 using the following questions after learning about their capacity for critical analysis. According to the Essay argument, participant 3 used pattern like the following Claim (C)-Ground (G)-Ground (G)-Warrant (W).

d. Participant 4

The researcher wanted to explore the Strategies employed by Participant 3 using the following questions after learning about their capacity for critical analysis.. Based on the essay argument and also Toulmin's model, participant 4 uses the pattern the Claim (C) –Ground (G)-Warrant-Reclaim (C) strategy. However, the essay argument given by Participant 4 is considered “weak” because it lacks Qualifier (Q), one of Toulmin's model criteria.

e. Participant 5

The researcher wanted to explore the pattern employed by Participant 5 using the following questions after learning about their capacity for critical analysis. Based on the text essay Argument, Participant 5 uses the the pattern Claim (C)-Ground (G)-Warrant (W)-Qualifier (Q).

f. Participant 6

The researcher wanted to explore the pattern employed by Participant 6 using the following questions after learning about their capacity for critical analysis participant 6 uses the following pattern Claim (C)-Ground (G)-Ground (G) –Warrant (W)-Warrant (W) – Qualifier (Q).

B. Discussion

The researcher will respond to inquiries from the research questions in this discussion and make connections between them using the theory found in the literature review. The first question is How are EFL students' critical analysis ability in essay based on Toulmins Argument method ? The result show that EFL students' critical analysis abilities according to the Toulmin model are still considered weak. The participants only complete four of five Toulmin's Model element. This is supported by theory "A framework or technique that is in line with the critical analysis processes is the Toulmin model they are offers a claim, data, warrant, backing, rebuttal, and qualifirer by examining case through their analysis. Therefore, if the logical analysis of element comprehensive so the argument is strong or accepted, readers might support their argument with more evidence." (Bermani ,2017, p.22).

The second research question is How is the pattern of EFL student in writting essay based on toulmin's argument evaluation ? According to the test data that has been collected, the researchers obtained results, Participants' data reveals that they follow the Toulmin model pattern. Toulmin pattern this is a pattern that follows the rules of the Toulmin method. The pattern are claim, ground, warrant, qualifiere and rebuttal .According to the theory mentioned before Toulmin patterns is strong and considered appropriate according to Toilmin if the elements provided mutually support each other , if every element is erroneously supported such that no element stands alone, then the pattern itself is also deemed valid or strong . This is proven by theory "The Toulmin method is a form of structural dissection that allows

dividing an argument into its constituent elements and analyzing how strongly they fit. Argument analysis helps discover the strategies other people use to build their arguments so as to craft an effective response. In-depth analysis can also help you change the way you think about a topic depending on how logically the opposing party presents his or her point of view.”(Bermani,2017, p. 23). If there is conformity in each element then this is permissible.



BAB V

CONCLUSION

The conclusion in a thesis is the final part of the document, which summarizes the main points and highlights the importance of the research in the context of the research field.

A. Conclusion

Based on the findings and discussion above, the researcher can draw the conclusion that :

- a. EFL students' ability in critical analysis is still considered weak.

The result show that six participants were tested, only one person was able to provide a strong argument based on the Toulmin model. The Toulmin model offers 5 elements in critical analysis, namely claim, ground, warrant, qualifire and rebuttal. so that if the participant completes all the elements in his argument then the argument is considered strong or vice versa.

- b. In the essay, the all participants employed Toulmin model patterns.

Based on the data that has been analyzed, the author did not find any different patterns shown in the participants' essays and only used the Toulmins model pattern. Toulmin model is a pattern of sequential elements in the critical analysis process. The pattern is Claim as an argument position, ground as an opinion, warrant as data, qualifire as a link between ground and warrant and finally rebuttal as a counter to the argument.

B. Suggestion

Based on the data and the discussion in Assessing EFL student critical analysis skill in essay context , here are the following suggestions for students, teacher or lecturer and for future research.

- a. The students are recommended to have many exercise in critical analysis and writing argumentative essay and the students should be able to write an argumentative essay in accordance with the instruction of Toumins Model because this model is a complete and complex critical analysis model and students' critical analysis development will be better.
- b. Teachers or lecturers are advised to use this Toulmin model in the teaching and learning process to improve critical analysis skills for students. The elements offered are very complete, making it easier for teachers to track the student development process.
- c. It is hoped that future research can examine the same thing with a different scope and a more varied selection of participants.


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APPENDICES

APPENDIX A



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-2270/UN.08/FTK/KP.07.6/01/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munagasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 03 Januari 2023

MEMUTUSKAN

Menetapkan
 PERTAMA : Menunjuk Saudara:
 1. Syarifah Dahliana, Ph.D
 2. Azizah, M. Pd
 Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
 Nama : Alvies Rhanda
 NIM : 180203070
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Assessing EFL student's Critical Analysis Skill using Toulmin's Model of Argument

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 30 Januari 2023
 Dekan


 Safrul Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B



KEMENTERIAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda
 Telepon : 0651- 7557321, Email : uin@ar-

Nomor : B-12663/Un.08/FTK.1/TL.00/12/2023

Lamp : -

Hal: *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
2. Mahasiswa Batch 2018

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ALVIES RHANDA / 180203070**
 Semester/Jurusan : XI / Pendidikan Bahasa Inggris
 Alamat sekarang : Jl.Tgk Batee Timoh Lr. Petuah I, Jeulingke

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Assessing EFL Student's Critical Analysis Skill In Essay Context Using Toulmin's Model of Argument*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 11 Desember 2023

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Prof.Habiburrahim,M.Com.,MS.,PhD.

APPENDIX C

Research Instrument

Project : Assessing EFL students Critical Analysis Skill in Essay Context
Using Toulmin's Model of Argument
Time : 15 Minutes
Date :
Place :
Interviewer : Alvies Rhanda

This research study is about Assessing EFL student Critical Analysis Skill in Essay Context using Toulmin's Model of Argument. The purpose of this study is to investigate the methods EFL students use to analyse arguments using the Toulmin model. In this instance, the interviewer conducts a semi-structured interview with the respondent in order to gather information.

The Questions

The use of strategies in analysing argument (RQ2)

1. What do you know about Critical Thinking?
2. What is critical analysis meant to you?
3. What kind method of analysis that you use after finishing Discourse Analysis class?
4. What are the strategies do you use when analysing arguments?
5. What is your biggest obstacle in analysing an argument?
6. Do you think skill analysis is important in the world of education?

Research Instrument

Project : Assessing EFL students Critical Analysis Skill in Essay Context
Using Toulmin's Model of Argument
Time of Test : 60 Minutes
Date :
Place :
Assessor : Alvies Rhanda

In this study, the author gathers data by using tests and test results as analytical documents. At this point, EFL students are required to evaluate an argument using their analysis skills.

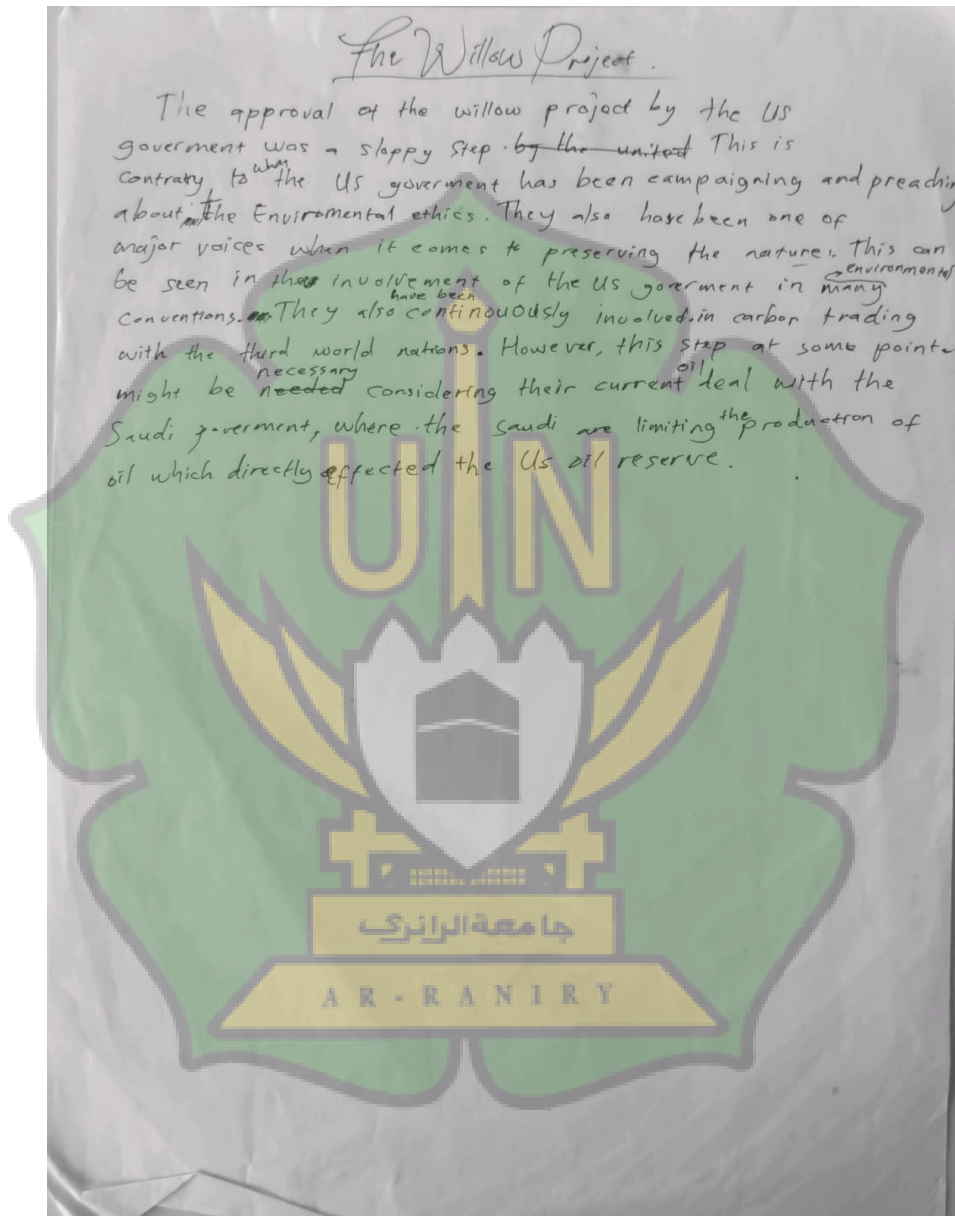
Analyse the information below with critical analysis skills, and then present your findings in a structured manner in a six-line essay paragraph.

The Willow Project

Recently, there has been an uproar on social media because of a new proposal called The Willow Project. Petroleum Refinery Company ConocoPhillips wants to drill for oil in the National Petroleum Reserve located in Alaska. It is a “23 million-acre region that represents the largest undisturbed public land in the U.S” reports NPR. The federal government owns this reserve, and ConocoPhillips offered a proposal to lease the land. The Biden administration is considering leasing this region in order to make America less reliant on foreign oil as well as boost the economy reported CNN. The project is massive, costing \$6 billion, and would take decades to drill all the oil from Alaska's North Slopes in the Natural Petroleum Reserve. This area is said to hold up to 600 million barrels of oil, which would benefit the country because of how much energy it would provide. However, there has been a lot of controversy surrounding these plans, leading to the 2.9 million petition signatures to stop the project.

APPENDIX D

Participant's Essays



(First Participant)

Based on the topic discussed previously, I strongly disagree with the Willow Project. It is because the project will damage the environment. Besides, ~~it effect~~ on this activity also poses many risk, such as floods, landslides and various other disasters that threaten human's life. Although the aim of this project is ~~to reduce the reliance of the oil~~ possible, to reduce the reliance of the oil foreign oil, we have to consider about the risks after it is ~~executed~~. This is also related to petition that people had signed to stop this project. They actually support for the aims of this project, but consider to the risks that happened in the future. This project look similar with Lapindo mudflow incident in Sidiarjo, east Java, Indonesia. According to the experts, it was because of errors in drilling. ^{More} And due to the fact, we ^{cannot} predict natural disaster ~~when it~~ will occur. For that reason, people ~~we~~ might think twice to agree with the regulation.

جامعة الرانيري

(Second Participant)

AR-RANIRY

In my opinion, The Plan for oil drilling in Alaska in the United States which is held by the ConocoPhillips company under the name The Willow project has indeed received positive support if we seen from one side, such as The USA country is not dependent on foreign oil and also to build its own oil supply in the country. However, on the other hand, with large costs and taking a long time, it will be have big impact and very dangerous for the people who live in the Alaska, and also with rejection petition, you can be sure that will be have impact in the future world, because Alaska is a region that is ~~region~~ generally untouched by man. Apart from that, the impact on other living creatures that live in Alaska will also threaten their sustainability and will cause the extinction of such creatures such as Penguins and Alaskan Wolves.

جامعة الزاوي

AR (Third Participant)

The willow project is a project that has been an uproar on social media. It aims to drill for oil in the National Petroleum Reserve located in Alaska. In my opinion this project is too risky and too demanding because the resource of country that will be used to support this project in the side of funding or human resource. Also this project are too risky because of the impact that will occur after this project was held. It can be seen in the other country how the land of the drilling oil become contaminated and damaged. As we known that in the Paris Agreement that result a ~~global~~ SDGs Project that support the development of all country agreement. And it can be seen that the land that has a drilling oil really affect the land and also the people around the land. Due the drilling oil in natura. so I would like to say that I am not agree to this willow project even this project goal is to support economic funding of USA.

(Fourth Participant)

In my opinion, the oil drilling proposed by a private company called ConocoPhillips to the American government to drill for oil in the Alaska region with the aim of being less dependent on foreign parties in the oil sector is very good for increasing oil supplies in American country. Moreover, the estimated oil supply in the project located in Alaska is also very abundant, the supply is estimated to reach 600 million barrels of oil which will take several decades to extract, but it is necessary to consider again that to carry out this drilling, Alaska is the place which has not been fully explored is a very sacred place for this forcing to be carried out. This is because Alaska is very important place for the survival of living creatures there, such as survival of penguins, polar bears, fish in the sea and other creatures, by carrying out this drilling, environmental pollution will also occur which will have a big impact on the creatures around. Apart from environmental pollution, the habitat of living creatures will also have a huge impact on the area where the project is carried out. Apart from destroying it, the breeding of animals in the area will also be hampered due to environmental pollution, so it's not surprising that many people refuse to approve this private project considering the impact it will cause after the project is approved by the government.

جامعة الرانري

(Fifth Participant)

AR-RANIRY

To begin with, there are merits and drawbacks in this Potential Project. Economically wise, this Project could generate ~~that~~ a massive Stimuli to America's Economy. Because of that, a profound impact will occur in terms of national prosperity. On the other hand, alongside this astronomical potential benefits, this Project could also contribute to a potential devastating environmental damage that would profoundly affected a major issue such as Climate change acceleration. Therefore, millions of people have submitted their signature to postpone or even to stop this Project.

→ Economic growth based on oil production and selling could be seen in Country like Saudi Arabia, which benefit a lot from oil selling. Those benefit could be seen in form of numerous alleviation in many sector in Saudi Arabia such as; health, education, technological advancement, and job opportunity or availability.

→ The increase of carbon from oil cause various catastrophes that can occur around the world. Higher sea temperatures, linked to climate change have doubled the likelihood of droughts in the horn of Africa region. Severe drought in 2011, 2017 and 2019 have repeatedly wipe out crops and livestock. Drought have left 15 million people in Ethiopia, Kenya and Somalia in need of aid such as food and health supplies.

جامعة الرانري

(Sixth Participant)

AR-RANIRY