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1. Barangsiapa dengan sengaja dan tanpa hak melakukan perbuatan sebagaimana dimaksud dalam Pasal 2 ayat (1) atau Pasal 49 ayat (1) dan ayat (2) dipidana dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan/atau denda paling sedikit Rp 1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp.5.000.000.000,00 (lima miliar rupiah).
2. Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu Ciptaan atau barang hasil pelanggaran Hak Cipta atau Hak Terkait sebagaimana dimaksud pada ayat (1) dipidana, dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp 500.000.000,00 (lima ratus juta rupiah).

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## ARGUMENTATIVE LITERACY IN TOULMIN PERSPECTIVE IN DEVELOPING ARGUMENTATIVE PARAGRAPHS FOR JOURNAL ARTICLE WRITERS WITH VARIOUS CULTURAL BACKGROUND

Yuliana Setyaningsih and R. Kunjana Rahardi  
Sanata Dharma University,

### ABSTRACT

Argument sharpness level of the argumentative paragraphs in the journal article writings becomes a major issue for the writers of scientific articles. That problem is the one that is assumed to be one of the root causes of why Indonesian scientists are eliminated in terms of their scientific contributions dimension when compared to the neighboring countries scientists, especially scientists from the developed countries. The low level of argument sharpness is not only caused by low argumentative literacy culture, but also caused by the variety of the writers' cultural background. Writers from different cultural backgrounds produce different levels of argument sharpness. In writing journal articles, improvement and development of the argumentative literacy culture of the argumentative paragraphs need to be based on a clear argument theory. Through the clarity of the argumentative literacy theory, it is believed that the efforts to improve the quality of writing argumentative paragraphs for journal articles become more feasible to do.

The main objective of this research is to formulate strategies to improve the argumentative literacy using Toulmin's perspective in writing argumentative paragraphs for journal articles for writers with various cultural backgrounds. As this research is of Research and Development (R & D) type, the research model used is the Borg and Gall (1989) model, which essentially covers 10 components for the Research and Development implementation procedure. The formulated implementation model will be subject to the argumentative paragraphs cited from the writings of different journal article writers with different cultural background as well.

The detailed research results for this manuscript are elaborated as follows: (1) the argumentative literacy of the argumentative paragraph writers of the journal articles based on the research subjects who were examined turned out to be very low; (2) the low argumentative literacy in the journal article writers' argumentative paragraphs needs to be handled strategically and tactically so that they as the Indonesian intellectual figures are able to increase their scientific participation in the reputable journals; (3) The tactical and strategic efforts are embodied in a model of improvement and development of argumentative literacy based on the theory of argumentation from Toulmin which consists of eight steps; (4) The eight steps in the journal article argumentative paragraphs' argumentative literacy improvement model are: (a) designing the position placement component of Toulmin's logic argument in the argumentative paragraphs' construction; (b) writing the position statement component using the appropriate modal qualifier in accordance with the order of the problem; (c) placing the data component to support the position statement component in the journal articles' discussion arguments; (d) placing the warrant component as a bridge between the data and the position statement; (e) placing the backing component from other similar research results to strengthen the warrant component and the data component, (f) placing the rebuttal component to strengthen other components, (g) utilizing the modal qualifier component to strengthen other components; (h) editing journal articles' argumentative paragraphs in terms of substance, language, and technical aspects of the writing.

**Keywords:** literasi argumentatif, penelitian dan pengembangan, perspektif Toulmin



### **Introduction**

Indonesian scientists who have various cultural background as a consequence of the condition of Indonesian society which is multicultural in nature also result in various argumentative literacy when they write argumentative paragraphs in a journal article. This fact is also allegedly occurs in the journal article writing classes in the graduate programs of various universities in Indonesia. This has become one of the causes of the difficulty to encourage Indonesian scientists in order to immediately succeed in competing with scientists from other countries in writing the journal articles in the reputable international journals, in particular the international journals that are Scopus indexed.

Therefore, the researchers were intrigued to assess and to describe how the various cultural background affects the depth and sharpness of the arguments when they are asked to write argumentative paragraphs. In regard to that, the researchers intend to improve and to develop their low argumentative literacy through a model that is developed through the steps that are applied in the Research and Development (R & D). This innovation result in the form of improvement and development of argumentative literacy model is expected to contribute significantly in increasing the argumentative literacy of the journal article writers, who are expected to be the Indonesian intellectuals in the future.

The theory that is used as the frame of reference in carrying out this research and development is the argumentation theory of Stephen Toulmin (1979), which essentially confirms that an ideal argumentative writing needs to be supported by six major and additional components. They are claim, data, warrant, backing, rebuttal and modal qualifiers. The first three components are the major components of Toulmin argumentation, while the latter three components are the additional components in the argumentation.

Position statement or claim can be accomplished firstly by looking for or finding a topic that contains pros and cons from various sources, such as the way to browse the internet, ways to read newspapers, and ways to read investigative magazines. Data or facts that support the claim can be found through a variety of ways, among them are through interviews, statistics, experiments, authority statement, and documents. The warrant towards the data is also very important to be found because the warrant functions as a bridge between the data and the position statement. Data that are not supported by a clear warrant will tend to be a kind of rumor. Backing is other evidence that is used to provide the backing on the assumptions, theories, or experts' opinions that are expressed in the warrant. The backing evidence should have a very logical relationship with the warrant element.

In the position statement, the modal qualifier, such as maybe, probably, should, definitely, are used to indicate the levels of probability of an argument. If the 'probably' modal qualifier is used, what is shown is a low probability level. In contrast, when the modal qualifier of 'should' or 'definitely' are used, the probability level is definitely high. The rebuttal condition is the environment or situation that is unusual that can weaken or strengthen an argument. If a condition can weaken the argument, it can be controlled by presenting elements of rebuttal circumstances. It can strengthen the position of the argument. The use of this element also makes the position statement more specific and limited. The

theory of critical thinking that is delivered by Toulmin (1979) as described above, is placed as a frame of reference in this research as well as an apparatus of analysis to examine and to measure the levels of sharpness of the argumentative paragraphs which are the object of this research.

### **Methodology**

It has been explained previously that as a frame of reference, this research applies the theory of argumentation from Stephen Toulmin (1979), and methodologically this research applies the perspective from Borg and Gall (1986) of Research and Development (R & D) which essentially involves 10 steps. Other experts, such as Sukmadinata (2011) modified the perspective of Borg and Gall and simplified it into three steps. This research does not follow the simplified perspective, but tries to apply the original perspective although not all steps are applied rigidly.

In other words, not all the steps of the Research and Development are carried out in this research for the preparation of this manuscript due to the limitation of research period. Nevertheless, this research does not abandon the essential steps so that the essence of the Research and Development (R & D) research remains accountable in the implementation of this research.

Furthermore, it should be pointed out as well that describing the argumentative literacy of Indonesian intellectuals, in particular the students who are writing journal articles in the graduate level is an impossible thing. In this research, the description of the argumentative literacy is obtained by examining the data from the argumentative writings of the students in the Graduate Program in the Indonesian Language and Literature Education of Sanata Dharma University batch 2015/2016 and 2016/2017 with various origins background, namely Java, Sumatera, Kalimantan, East Nusa Tenggara and Maluku.

This research is not intended to serve as a generalization, but merely to provide a phenomenological description on the argumentative literacy of the argumentative paragraphs' writers from various cultural background. The description is important because it will be used as the basis to find the appropriate improvement and development efforts, so that the quality of the argumentative writing of the writers in Indonesia will soon turn into a great piece of writing.

### **Finding and Discussion**

There are three things that the researchers would like to present in this section. The first is the analysis results of the argumentative literacy from the data source which was taken on a limited basis. The second is the description of the argumentative literacy improvement and development steps which are encapsulated in the model as the result of the implementation of R & D. The third is the implementation of the improvement and development model of argumentative literacy based on the concrete data. Those things are described in details as follows.



### Argumentative Literacy Analysis Results

The argumentation structure and the components that build it are closely related to the cultural background of the argumentative paragraphs' writers. The detailed statistical correlation between the two variables has not been illustrated in details in the following table considering the research limitations for the preparation of this manuscript. The general description of the correlation between the writers' cultural background and the argumentation components can be seen in the following table.

Table 1.

Writers' Cultural Background and Argumentation Components

No.	Writers' Cultural Background	Argumentation Components
1.	Java	C – D – W – B
		C – D – B – W
		D – C – W
		C – D – W
		D – W – C
		C – D
		D – W – B – C
		D – C – B
2.	NTT	C – D – W – B
		D – C – W – B
		D – B
		C – W – B – D
		C – D – B
		D – W – C
		C – D – B – W

		D - C - B
3.	Sumatera	C - D - W - B
		B - D - C - W
		D - B
4.	Kalimantan	C - D - W - B
		D - C - W
		D - C - B
5.	Maluku	C - D - B

The argumentative paragraphs' analysis shows that in general, the basic requirements of an argumentative writing have been fulfilled by the writers. The basic requirement is the presence of the claim component or argument in the argumentative paragraphs that they compose. A paragraph can be regarded as an argumentative paragraph if there is at least an argument in it. In addition to the presence of the claim, an argumentative paragraph must also have a data component since claim is built based on the data. The third basic requirement of an argumentative paragraph is the presence of the warrant component in the form of references or an expert's opinion. The experts' opinion connects the claim and the data. In other words, the presence of the three major components is the basic requirement of an argumentative paragraph in the perspective of Stephen Toulmin (1979).

Not all argumentative paragraph writers can meet these requirements. Their failure in fulfilling these requirements, in the researchers' perspective, is due to their cultural backgrounds that still have the "hear-says" tendency. Their habit to argue without being aware of the importance of the data and the expert's opinion becomes one of the root causes of the low sharpness level in their arguments. Another character of their writings is the idea in the argumentative paragraph is not delivered sharply by applying the principles of sentence effectiveness, but instead the idea is presented in circle and not to the point. This character cannot be separated as well from the cultural backgrounds that do not promote straightforwardness and directness. The cultural character of "hear-says" is also reflected in the absence of data to support the claim when they write argumentative paragraphs.

The analyzed data also show that some writers have realized the importance of previous studies that are similar to theirs to strengthen the warrant component and indirectly strengthen the claim component of their argumentative paragraphs. Some writers simply write the title of those studies without showing their relevance to the warrant component and claim component. Thus, the presence of backing component seems like a mere patch that has no meaning. This is inseparable from the low culture of "read-write" so that they are not able to



determine where the dimensions of the correlation between backing and warrant are. The ability to give meanings to the correlation of those components is determined by their habit to read and write.

Thus, improving the writers' argumentative literacy should be done simultaneously with the improvement of their reading ability. The rebuttal component and the modal qualifier component are not found in the analyzed data (cf. Qin & Karbacak, 2010). This suggests that the writers of argumentative paragraphs are not able to implement those components as a result of their lack of habit of measuring gradations of probability to a statement and try to sharpen the position statement with decremental things.

#### ***Argumentative Literacy Improvement Model***

The research results showed that the argumentative literacy of the writers was still very low. Most of them do not realize that an argument should have the basic materials of an argument or claim. That is, the argument or claim is the only component that absolutely must be present in an argumentative paragraph. The absence of the argument or claim component makes the paragraph not labeled as an argumentative paragraph.

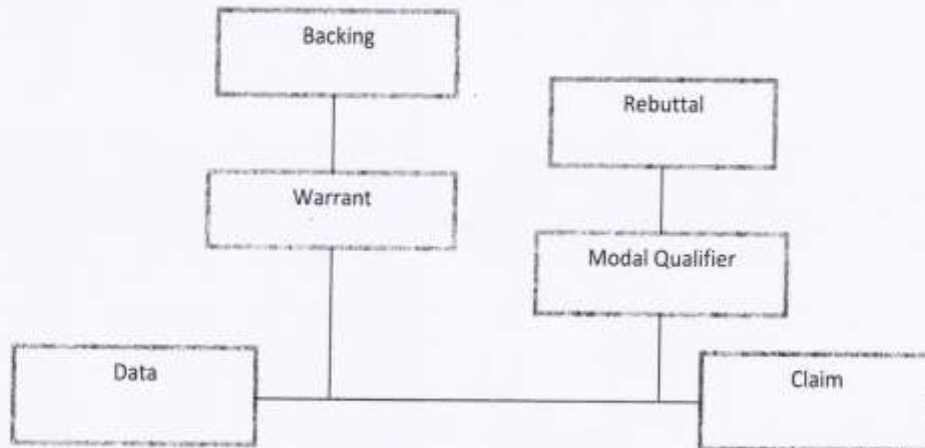
Another thing to be noted in an argumentative paragraph is that an argumentative paragraph has a main purpose of convincing the readers about the delivered argument. Scientifically, it can be confirmed that convincing the readers who are also scientific beings can only be achieved if the argumentative paragraph has clear argument or claim. The argument or claim is not merely the personal perspective of the writer. However, the argument should be supported by the opinions of experts as a reference. The opinions of experts or references will guarantee that the argument or claim that is delivered by the writer has less subjectivity and more objectivity. The more objective an argument is, the more trusted the argument will be. On the contrary, the more subjective an argument is, the less trusted the argument of the writer will be. The argument must also be based on concrete data. Data function to support the argument or claim so that its strength is not doubted.

Another important matter delivered by the writer to strengthen the argument or claim is by presenting similar studies that have been done by other researchers that support the argument or claim. These three major components of an argument are still largely forgotten by the writers of journal articles. Therefore, it is undoubtful that the writers have weak arguments. In fact, not only is their arguments weak, but there are also writers who do not realize and know that what they thought as argumentative paragraphs are not argumentative paragraphs at all. That situation confirms that the improvement of argumentative literacy is something that is inevitable to do in order to advance the argumentative ability of the journal article writers. It would be very difficult for Indonesian scientists to publish in the reputable international journals if they do not master the argumentative literacy.

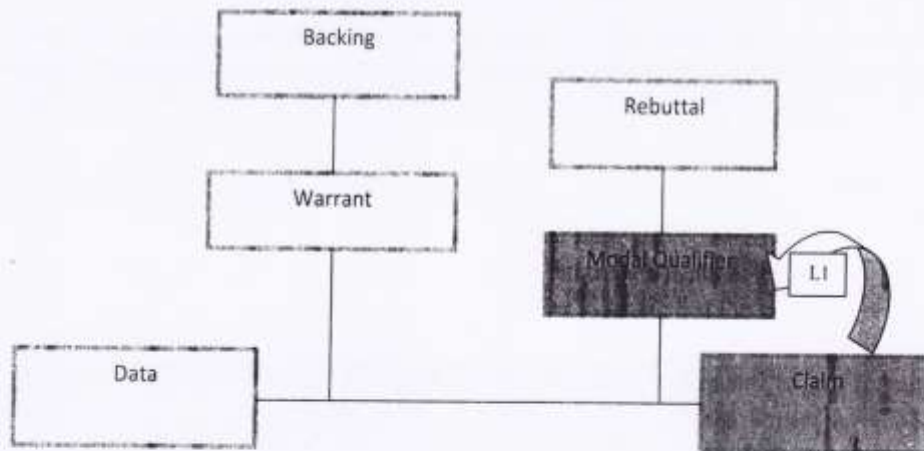
Given that fact, the argumentative literacy improvement model for the journal article writers has to be implemented immediately. Through the Research and Development that has been conducted successfully, the researchers manage to find a model of improvement and

development of argumentative literacy as outlined in the model diagram which showcases the 8 steps altogether (cf. Setyaningsih, et al., 2017) with the following details.

*Step 1: Designing the position statement component of the logic argument of Toulmin in the argumentative paragraph construction.*

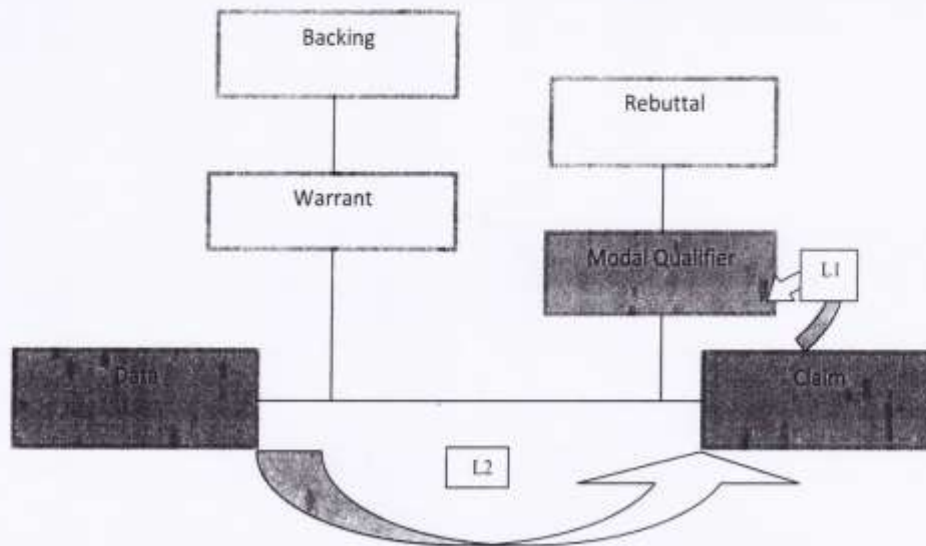


*Step 2: Writing down the position statement component using appropriate modal qualifier in accordance with the order of the problem*

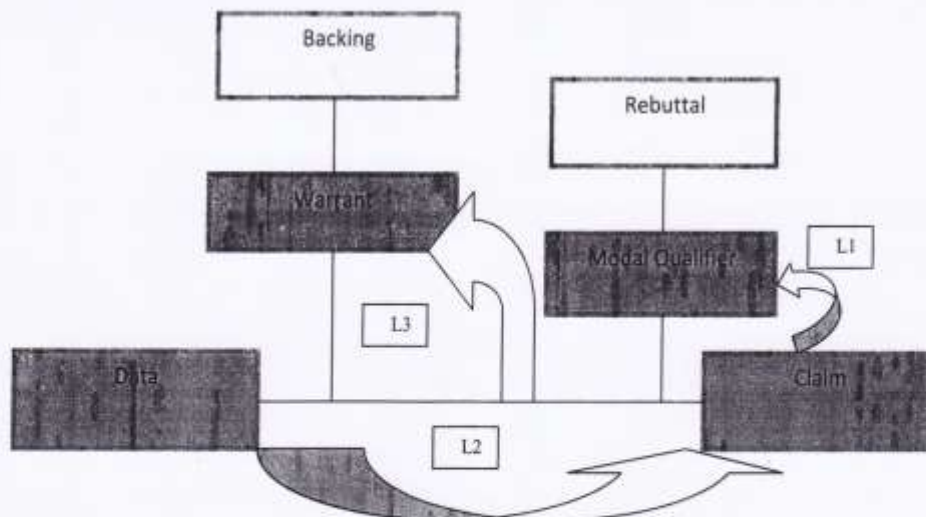




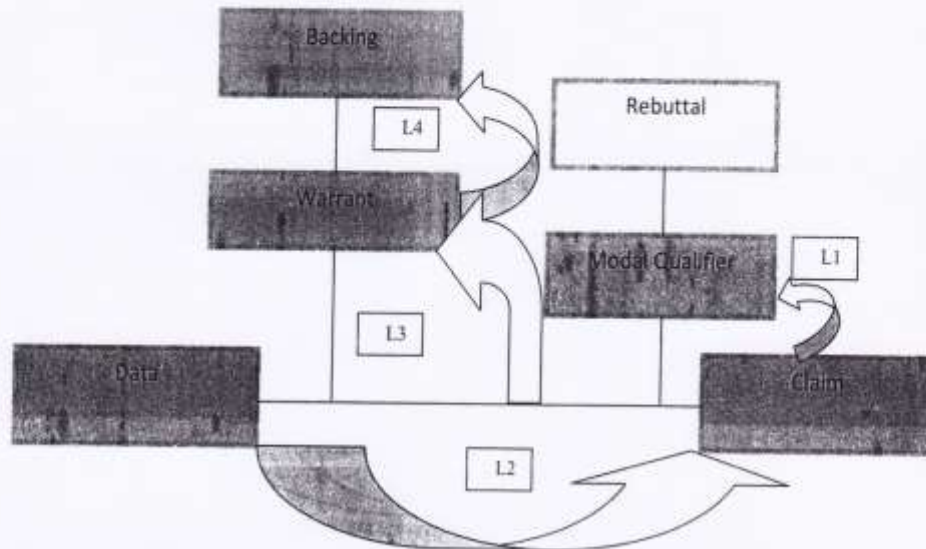
**Step 3: Placing the data component to support the position statement component in the argumentative paragraph.**



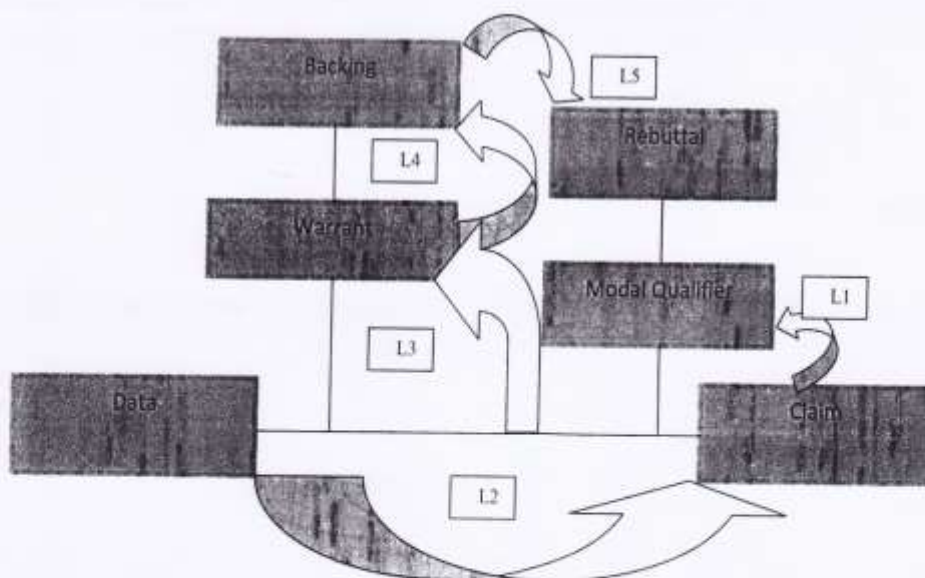
**Step 4: Placing the warrant component as a bridge between the data and the position statement in the argumentative paragraph.**



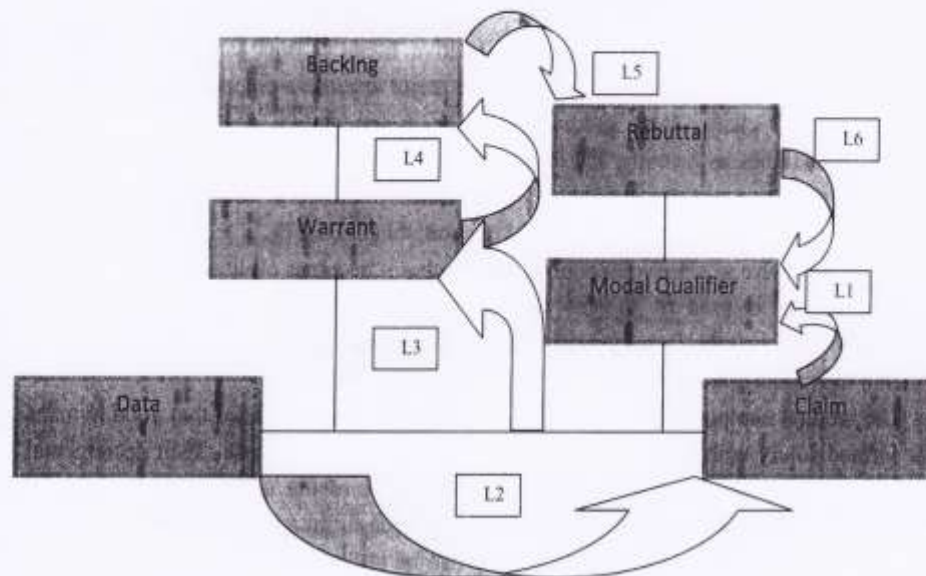
**Step 5: Placing the backing component of the results of other similar studies to strengthen the warrant component and the data component in the argumentative paragraph**



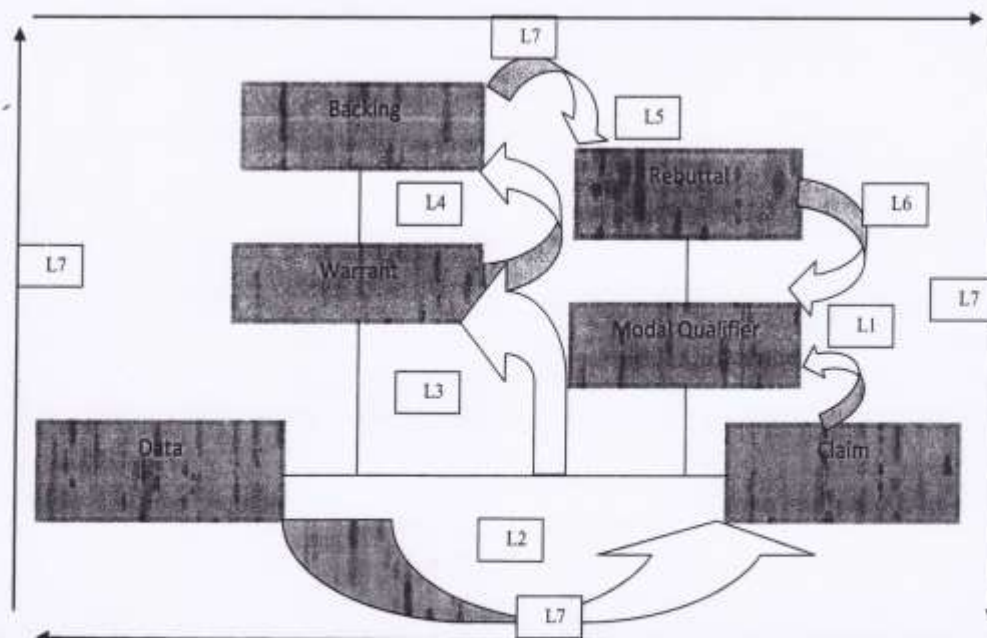
**Step 6: Placing rebuttal component to strengthen other components**



*Step 7: Utilizing the modal qualifier component to strengthen other components*



*Step 8: Editing argumentative paragraphs in terms of substance, language, and technical aspects of the writing.*



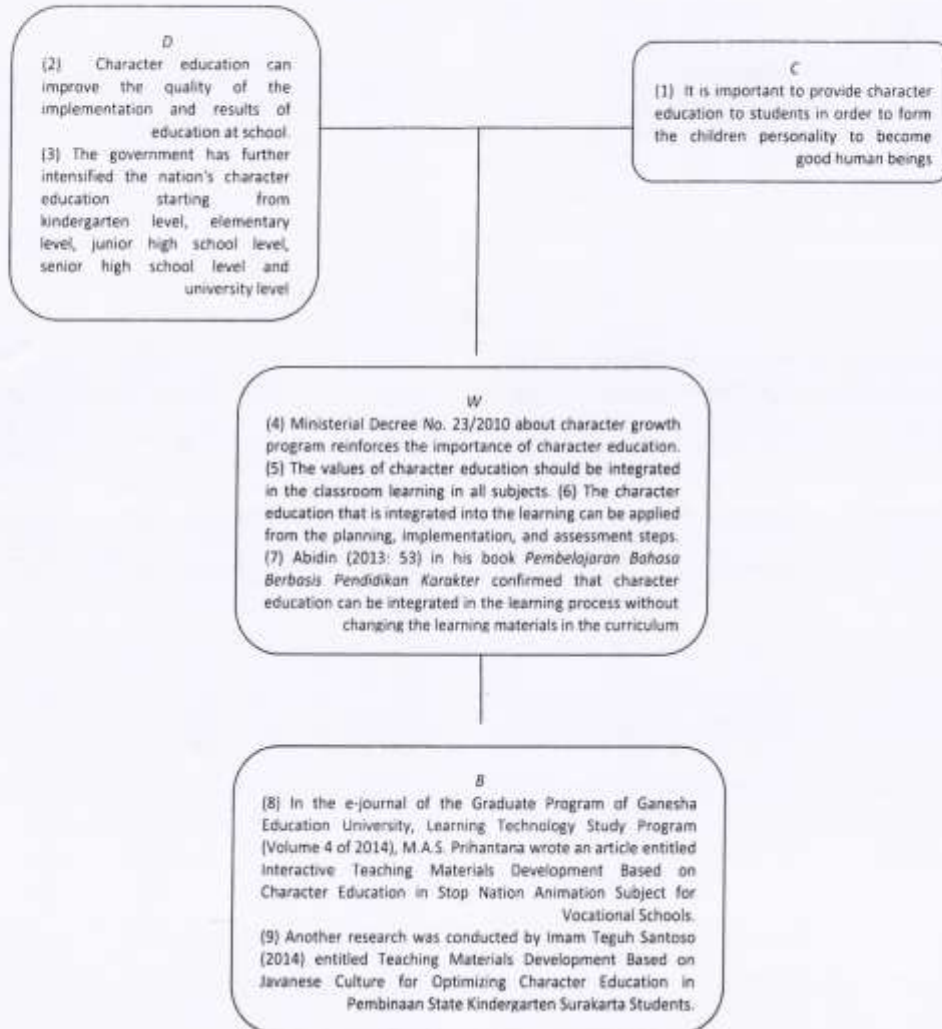


***Implementation of the Argumentative Literacy Improvement Model***

The argumentative paragraphs with the C - D - W - B pattern below are included into a quite good writing if seen from the argumentative literacy. It is said so because the argumentative paragraphs already contain the three major argument components in Toulmin perspective, namely claim, data, and warrant. The argumentative paragraphs have also included similar studies as backing. If seen from the number of argumentative components, the paragraphs can be regarded as quite good paragraphs.

However, if they are seen from the backing component quality, in fact the writer could still add some exposure to clarify the components so that it becomes obvious how exactly the backing component is used to support the warrant. In addition to improve the backing component, the paragraphs' argumentative literacy can still be improved by adding the rebuttal and the modal qualifier components.

The rebuttal component for instance is the perspective which states that good humans are not formed solely with character education based on a particular case. Such decremental will clearly sharpen the claim because it limits the scope of the claims presented in the beginning of the writing which says that character education forms a person to become a good human being. Modal qualifier component should also be utilized to give gradation related to the importance of character education in forming a child's personality. For instance, the component is utilized into "very important", "quite important", "may be important". The readers are invited to further read the excerpts below to clarify the description above.



(Data source: argumentative writing assignment of a MPBSI USD student named Theresia Yuniaryani/151232010)

## Conclusions

In conclusion, there are some things that can be confirmed from this research for the preparation of this manuscript. They are: (1) the argumentative literacy of the argumentative paragraph writers of the journal articles based on the research subjects who were examined turned out to be very low; (2) the low argumentative literacy in the journal article writers' argumentative paragraphs needs to be handled strategically and tactically so that they as the Indonesian intellectual figures are able to increase their scientific participation in the

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