

CHAPTER I

INTRODUCTION

1.1 Background

English education in Indonesian high schools has crucial role in equipping students with the necessary language skills for academic, professional, and global communication. According to Alrajafi (2021) despite being a foreign language, English is widely spoken and widely used in Indonesia. English is both a compulsory subject and a gateway to international opportunities, its teaching materials and methodologies significantly influence students' linguistic competence and critical thinking abilities (Allagui, 2021). Among the different types of texts taught in English education, argumentative exposition texts are special because of their emphasis on logical reasoning and persuasive communication so argumentative writing is essential not only in academic settings but also in today's multicultural workplace (Nakrowi & Yeti Mulyati, 2017). This reinforces Knudson (1994) claim that argumentation is a significant genre.

Argumentative text is particularly valuable for enhancing learners' ability to organize ideas logically, use evidence to support claims, and adopt appropriate language features such as formal tone, transition markers, and rhetorical strategies (Boeriswati et al., 2024; Nakrowi & Yeti Mulyati, 2017). Toulmin (2003) propose that argumentation is consisting of six main components: claims, grounds, warrants, support, rebuttal, and qualifier. Derewianka & Jones (2016) classified argumentative text as text genre that have persuasive purposes such as, Hortatory Exposition, Analytical Exposition, Discussion, and Challenge. Their shared

purpose of persuasion, as it aims to influence the audience by presenting arguments, evidence, and reasoning to support a viewpoint, explore differing perspectives, or encourage critical evaluation of an issue. Waruwu & Syamsudin (2024) highlight that an analytical exposition text aims to persuade readers to adopt a particular viewpoint on an issue. As Priyana et al. (2008) in Waruwu & Syamsudin (2024) stated that the topic within an analytical exposition text must take a single stance either supportive or opposing but never both. These texts are typically brief and structured to justify a perspective while influencing the readers or listeners. The general form and linguistic features of analytical exposition reflect its social purpose. The three primary components of this structure are thesis, arguments, and thesis reinforcement are rather straightforward and frequently employed by essay writers (Yuliana & Gandana, 2018). These texts are crucial in developing students' higher-order thinking abilities, as they require them to identify arguments, evaluate evidence, and understand the logical flow of ideas. This text is designed to present arguments systematically and support a specific thesis with clear evidence. They challenge students to understand, analyze, and produce structured written pieces, fostering critical thinking and argumentative skills. These skills align with the goals of Indonesia's national curriculum, which prioritizes higher-order thinking skills (HOTS) as part of 21st-century education. However, the effectiveness of teaching argumentative exposition in high schools largely depends on the quality of the materials provided in textbooks, which are the primary resources for both teachers and students.

In English learning, students are expected to express their views on a variety of issues through logical reasoning and evidence, demonstrating strong thinking

skills in both written texts and oral communication (Nakrowi & Yeti Mulyati, 2017; Shinta & Filia, 2020). Despite its importance, teaching and learning argumentative text in English education present unique challenges. Many students struggle to distinguish between opinion-based and evidence-based arguments, develop coherent thesis statements, and address counterarguments effectively (Ananda et al., 2024; Boeriswati et al., 2024). According to Boeriswati et al. (2024), surveys by TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy) reveal that 40% of students worldwide, including 60% of Indonesian students, have weak reasoning abilities and struggle to provide justifications. Additionally, the average quality of their writing was categorized as low. Another research conducted by Ananda et al. (2024) showed that EFL (English as Foreign Language) students have two main issues when writing argumentative essays: 1) issues with argument development, which include coming up with and developing arguments, organizing or structuring arguments, coming up with an argumentative thesis statement, and lacking knowledge of counterclaims and refutations; and 2) issues with research or source integration, which include locating supporting evidence and lacking knowledge of how to write citations. These difficulties are often compounded for EFL learners, who may face additional obstacles related to limited vocabulary, cultural differences in argumentation styles, and unfamiliarity with the structural conventions of English argumentative writing.

English textbooks are essential for assisting students' language development. It provides vital English input that students might not receive from a lack of exposure to authentic English-speaking contexts, acting as both educational

resources and cultural artifacts. As a result, textbooks serve as the main facilitators of language acquisition, greatly enhancing pupils' command of the English language and general academic achievement (Dinh & Sharifian, 2017; Djatmika et al., 2022; Ilieva, 2018). In Indonesia, textbook serve as the main guide for implementing the curriculum. Students' learning materials are embedded in the teaching and learning process that takes place in the classroom. The utilization of a textbook as a key resource during the teaching and learning process is the most fundamental learning material principle (Sulistiyo et al., 2021). It is not only served as a guide for teachers to plan lessons but also offer students a reliable source of information and reference. By organizing knowledge systematically, textbooks facilitate the gradual development of skills and understanding, making the learning process more structured and accessible. The selection, organization, and presentation of analytical exposition texts within these textbooks directly impact students' comprehension and proficiency.

The National Education Standards Board in Indonesia oversees a number of standards for quality textbooks. A quality textbook needs to satisfy a number of criteria, such as the material's viability, the language's viability, the presentation's viability, and the graphics' viability (Senowarsito et al., 2023). A well-designed textbook should provide not only relevant examples of argumentative exposition but also exercises that guide students through the process of analyzing and constructing such texts. In the context of educational quality assurance in Indonesia, MOECR (Ministry of Education, Culture, Research) number 8-year 2016 and MOECRT (Ministry of Education, Culture, Research, and Technology) number 22-year 2022 emphasize the importance of critically evaluating textbooks used in

schools. These regulations encourage various stakeholders, including researchers, educators, and the public, to assess and provide constructive feedback on textbooks. Furthermore, it outlines key criteria for quality textbooks, which must exhibit scientific accuracy, alignment with the curriculum, relevance to contemporary developments, and internal coherence. This regulatory framework highlights the need for continuous evaluation to ensure that textbooks effectively support students' learning processes.

There are several similar studies revealing the importance of argumentative texts in academic fields. The study conducted in St, Bellamirrus High School Bekasi by Boeriswati et al. (2024) found that students mostly rely on simple argument structures and have difficulty constructing more complex argument forms. Another similar study conducted by Nasution (2024) which examined Toulmin's argument patterns in the 2017 revised edition of a Senior High School English textbook, concluded that 85% of the arguments found in the discourse were considered good according to Toulmin's model, indicating that the overall quality of argument presentation in the government-issued textbook can be categorized as very good. This study examining argumentative expositions focuses on investigating the quality of argumentative exposition as model texts in High School English textbook. The textbooks that will be analysed are "*Bahasa Inggris Tingkat Lanjut*" for grade 11th by (Afrilyasanti, 2021) and "*Life Today*" for 12th grade by (Hardini, 2022), These textbooks present a compelling opportunity to evaluate the quality of educational content and argumentative skills development. This study is particularly interesting for several reasons. First, argumentative exposition is a vital component of language education that not only enhances students' language

proficiency but also equips them with essential cognitive skills necessary for navigating complex information in an increasingly interconnected world. By analyzing how these model text present claim, the grounds, and the warrant, researchers can review and analyze argumentative exposition in these textbooks. The chosen textbooks reflect many educational perspectives and practices and offer a wide variety of approaches to teaching English. The study can reveal curriculum gaps that could impede the development of critical thinking abilities and highlight optimal practices by comparing these books. Policymakers seeking to improve educational results in language acquisition will find this data useful to educators and curriculum creators.

As educational systems increasingly prioritize critical thinking as a fundamental skill for success in both academic and real-world contexts, textbooks serve as pivotal tools in this endeavor. The presence of argumentative exposition characterized by structured arguments, evidence-based reasoning, and the exploration of multiple perspectives within. While previous research has highlighted students' reliance on simple argument structures and the generally low quality of arguments in academic texts, it has not examined the role of textbooks as a foundational tool in shaping students' argumentative skills. This study fills this gap by focusing on how argumentative exposition texts in high school English textbooks affect students' ability to engage critically with content. Unlike previous research that focuses on student performance or the quality of journal articles, this study analyzes the quality of model texts in textbooks, which serve as primary learning resources and have a direct impact on students' development of reasoning and critical thinking.

1.2 Research Questions

The questions this study aims to address are:

To what extent do the argumentative exposition model texts in the Senior High School textbooks meet Toulmin's Argumentative Model (TAM)?

1. Does each text contain the three fundamental elements of Toulmin Argumentative Model: the *claim*, the *grounds*, and the *warrant*?
2. Does each text contain the three additional elements of Toulmin Argumentative Model: the *backing*, *rebuttal* and *qualifier*?
3. How are the levels of argument in each text?

1.3 Purpose of the Study

This study aims to examine the quality of argumentative exposition model texts contained in the core English textbooks for Senior High Schools published by the Ministry of Education, Culture, Research, and Technology (MOECRT). The evaluation was conducted using the Toulmin Argumentation Model (TAM) as an analytical framework to systematically assess how well these model texts present structured arguments through components such as claims, data, warranties, supporters, qualifications, and rebuttals. By applying TAM, this study seeks to determine these model texts support the development of students' argumentative skills as it serves as learning resources.

1.4 Scope of the Study

This study focuses on the quality of argumentative exposition model texts found in English core textbooks for Senior High School published by the Ministry of Education, Culture, Research, and Technology (MoECRT). These core textbooks are mandatory for both students and teachers, serving as primary instructional materials in classroom teaching. Their purpose is to support students' learning in meeting the expected curriculum outcomes (MoEC Regulation No. 08, 2016; MoECRT, 2022). With reference to the emancipated curriculum, argumentative exposition texts consist of *Hortatory Exposition*, *Analytical Exposition*, and *Discussion* categories. They are assigned to be part of the learning content of Phase E and Phase F for Year 11 and Year 12 students respectively. Therefore, sample models of argumentative exposition texts for this study will be extracted from Year 11 and 12 textbooks.

To evaluate the quality of these model texts, the study adopts Toulmin's Argumentation Model (TAM) as the primary analytical framework. TAM categorizes argument components into two major groups: *fundamental* and *additional* elements. The fundamental elements consist of *claims*, *grounds*, and *warrants*, while the additional elements include *backing*, *rebuttals*, and *qualifier*. These elements will guide the assessment of how well the selected model texts demonstrate complete and coherent argumentative structures, as intended in effective argument writing.

The types of argumentative exposition texts analyzed in this study are argumentative model text that commonly feature in Indonesian SHS textbooks including *Hortatory Exposition*, *Analytical Exposition*, and *Discussion* texts

(Djarmika et al., 2022). The study is limited to two high school English textbooks commonly used in Indonesian classrooms:

1. “Bahasa Inggris Tingkat Lanjut” for grade 11, authored by (Afrilyasanti, 2021).
2. “Life Today” for grade 12, authored by (Hardini, 2022).

1.5 Significance of the Study

This study offers insights into the teaching and learning of argumentative skills and writing in Senior High School (SHS) English education by evaluating the quality of argumentative exposition model texts in Indonesian textbooks through Toulmin’s Argumentation Model (TAM). By analysing how argument structures are presented in textbooks, the study highlights its effectiveness in developing students' critical thinking and writing proficiency and also helps educators refine their teaching strategies, ensuring students are exposed to well-structured argumentation. Additionally, it reveals the limited amount of existing research that specifically examines the quality of argumentation in SHS textbooks using TAM. Given this gap in the literature, the study provides a systematic evaluation that contributes to curriculum development, instructional design, and future research on argumentative writing in secondary education.

1.6 State of The Art

Argumentation is a vital part of language learning because it helps students develop their critical thinking, reasoning, and logical argumentation skills. The six elements of Toulmin's Argumentation Model (TAM) claim, grounds, warrant, backing, rebuttal, and qualifier have been widely used in research and education to assess

and formulate arguments. Textbooks are among the most important teaching materials in Indonesian senior high school education. As a result, the quality of argument structures of model texts in textbook is highly important because students can use these texts as models to construct their own argumentative writing.

Several relevant studies have explored argumentation in various educational contexts. Nasution (2024) analysed Toulmin's argument patterns in a 2017 revised Grade XI English textbook and found that 85% of the arguments were well-structured according to TAM. However, 20% of the discourses lacked proper argumentative elements, and the study was limited to two texts from a single textbook. Shinta & Filia (2020) examined students' oral argumentation in collaborative learning environments. Their findings showed improvements in students' ability to construct complete arguments, including all TAM components, yet noted that the students did not generate new argument elements or reach higher levels of cognitive reasoning. Meanwhile, Djatmika et al. (2022) highlighted structural issues in textbook materials, showing that similar linguistic features among genres such as exposition, discussion, and report texts often led to confusion, particularly when the materials were not sequenced according to comprehensible input theory. Despite these valuable contributions, there remains a notable gap in the literature. Some studies focus on students' argumentative skills, not the textbook as the model for knowledge acquisition. Others assess argument quality in academic writing or general textbook structure without closely examining how model texts in senior high school English textbooks reflect Toulmin's framework. Very few studies have analysed multiple textbook in depth to determine how well these texts serve as instructional models for argumentation.

This current study addresses that gap by evaluating the quality of argumentative exposition model texts in Indonesian senior high school English textbooks using Toulmin's Argumentation Model. It specifically examines the presence of all six elements in the model texts and how are the levels of arguments, offering insights into the extent to which these model texts can support students' development of argumentative competence. This research also contributes practical recommendations for improving textbook content and enhancing pedagogical strategies in the teaching of argument writing.

