

Needs analysis of expository writing teaching materials based on Toulmin's argumentation patterns

Analisis kebutuhan bahan ajar menulis eksposisi berbasis pola argumentasi Toulmin

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Abstract

This study aims to analyze the needs of teaching materials for writing exposition based on Toulmin's argumentation pattern. Through observations, interviews, and document studies, it was found that students' argumentation skills still tend to be low. The existing teaching materials are considered inadequate in providing clear and systematic guidance to build strong arguments. The results of the analysis show that students predominantly use basic argumentation patterns and have difficulty in developing complex argumentation. This can also be seen from the learning outcomes of students who are at an average score of 61.37 in the poor category. This illustrates that most learners still need significant improvement in writing expositions. Then, the standard deviation of 12.854 shows the diversity of learners' abilities in writing expositions. This is in line with the results of interviews with teachers that students' abilities in writing expositions vary; most are still in the basic stage, but there are also students who show good potential, although they still need further guidance. Therefore, the development of teaching materials that integrate Toulmin's argumentation pattern is considered very relevant to improve students' exposition writing skills.

Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan bahan ajar menulis eksposisi berbasis pola argumentasi Toulmin. Melalui observasi, wawancara, dan studi dokumen, ditemukan bahwa kemampuan argumentasi peserta didik masih cenderung rendah. Bahan ajar yang ada dinilai masih kurang memadai dalam memberikan panduan yang jelas dan sistematis untuk membangun argumentasi yang kuat. Hasil analisis menunjukkan bahwa peserta didik lebih dominan menggunakan pola argumentasi dasar dan kesulitan dalam mengembangkan argumentasi yang kompleks. Hal ini juga terlihat dari hasil belajar peserta didik yang berada pada nilai rata-rata 61,37 dengan kategori buruk. Hal ini memberikan gambaran bahwa sebagian besar peserta didik masih memerlukan perbaikan yang signifikan dalam menulis eksposisi. Kemudian, standar deviasi sebesar 12,854 menunjukkan adanya keberagaman kemampuan peserta didik dalam menulis eksposisi. Hal ini selaras dengan hasil wawancara dengan guru bahwa kemampuan peserta didik dalam menulis eksposisi beragam; sebagian besar masih dalam tahap dasar, tetapi terdapat juga peserta didik yang menunjukkan potensi yang baik, meskipun masih memerlukan bimbingan lebih lanjut. Oleh karena itu, pengembangan bahan ajar yang mengintegrasikan pola argumentasi Toulmin dinilai sangat relevan untuk meningkatkan kemampuan menulis eksposisi peserta didik.

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A. Introduction

The 21st century learning raises various urgent needs to develop a number of skills that enable learners to deal with the complexity of the modern world. In this era, the success of learning is not only measured by the knowledge aspect, but also by the readiness of learners in facing real life (Azahary & Ratmanida, 2021). This reflects a paradigm shift in education that focuses not only on knowledge transfer, but also on developing skills that are relevant to the needs of today. According to Zain et al. (2023), 21st century learning is intended to produce human resources that focus on 4C skills, namely critical thinking, creativity, communication, and collaboration. These four skills have an important role in preparing learners to overcome various challenges and take advantage of opportunities that are constantly changing in the 21st century.

According to Noviyanti et al. (2019), 21st century skills are closely related to argumentation skills. This ability is one of the important aspects in honing learners' critical thinking and communication skills. Argumentation encourages learners to evaluate information, develop opinions supported by evidence, and express views in a logical and structured manner. With good argumentation skills, learners will be able to understand scientific concepts and relate ideas so as to encourage them to be independent and proficient in problem solving (Perdanasari et al., 2021).

Writing argumentation requires learners to not only organize their ideas, but also present them in a way that is convincing and supported by evidence. This is in line with Yacoubian & Khishfe (2018) who state that evidence is important in writing effective argumentation. When one engages in argumentation, one must critically analyze information, consider various points of view, and formulate a reasonable argument based on logic and relevant data. This process encourages critical thinking because argumentation is essentially a logical discourse that aims to connect ideas and evidence (Syerliana et al., 2018). In addition, argumentation skills help individuals to identify weaknesses or gaps in the opponent's argument and strengthen their own opinion with more solid and structured arguments. In this context, critical thinking skills not only play a role in evaluating the validity of information, but also in crafting persuasive and convincing arguments, supported by concrete evidence and logical reasoning.

Unfortunately, from various writing activities, argumentation is one of the most difficult for students to master (Supriyadi, 2023). Surveys conducted by TIMMS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy), 40% of students around the world, including 60% of students in Indonesia, still have relatively low reasoning skills or the ability to give reasons. Some previous studies also revealed that the argumentation skills of students in a number of secondary schools in Indonesia are still relatively low, for example, students in class XI MIPA 3 at SMAN 1 V Koto Kampung Dalam only had 23.57% argumentation skills, while at SMAN 1 Sungai Pinyuh it reached 22%, and at SMA Batik 2 Surakarta only 28.96% (Hardini & Alberida, 2022; Pritasari et al., 2015; Putri & Rusdiana, 2017). This indicates that argumentation skills among students still require serious attention.

The implementation of argumentation in learning, one of which is found in the type of exposition text. This text is prepared to explain information and knowledge with relevant supporting facts (Santi et al., 2023). In this case, the exposition text has three structures in the form of thesis, argumentation, and reaffirmation. Argumentation is the main structure of the exposition which aims to express an idea to broaden the reader's insight and knowledge (Kemala et al., 2020). However, students are still constrained in this regard. Based on initial observations of exposition learning conducted at the research location, researchers found 92% of students still had difficulty in writing ideas, ideas, and opinions supported by facts as evidence of the arguments expressed. For this reason, teaching materials with certain argumentation patterns are needed that can provide guidelines for students in compiling better arguments.

Teaching materials for exposition writing that focus on strengthening the argumentation aspect are still not fully adequate. Yustina & Ramly (2021) highlighted that the teaching materials prepared by the government as a learning guide have not been able to fulfil the needs of students and teachers in learning to write exposition texts. The book still lacks material, only contains understanding, structure, and linguistic rules that are described in general. Sari et al. (2022) also criticized that the teaching materials did not provide clear instructions for writing expository texts according to their structure and language rules. In addition, according to Lutfianti et al. (2022), the teaching materials are also not oriented towards the use of technology, the content of 21st century skills, and Pancasila character values. In other words, exposition writing teaching materials that focus on strengthening the argumentation aspect are still not too much done. In fact, argumentation is the core structure of an exposition text as the basis for developing ideas (Mahsun, 2014). For this reason, the development of teaching materials based on argumentation patterns is still very much needed.

A teaching material development must begin with a needs analysis. According to Annisah et al. (2020), this needs analysis is needed to find out the gap between the ideal conditions that should be and the real situation that occurs in the field. This needs analysis will facilitate researchers in developing relevant and appropriate teaching materials. In relation to the context of this research, teaching materials were developed based on Toulmin's argumentation pattern. This argumentation pattern was initiated by Stephen Toulmin with six elements, namely claim, ground, warrant, backing, qualifier, and rebuttal (Toulmin, 2003). The integration of these six elements in teaching materials can help learners to compose accurate arguments, sharpen critical analyses, and stimulate deep reflection related to the arguments presented in the context of exposition writing. This is in line with Lawet & Setyaningsih (2020) who state that these elements are systematically related so that they synergies and strengthen each other in the preparation of argumentation.

Research on the needs analysis of teaching materials for writing expositions has been carried out by several previous researchers, including Tressyalina et al. (2023) with the title *Analysis of the Interactive E-Worksheets Needs Based on Local Wisdom in Expository Text Learning*, Wulandari et al., (2024) with the title *Needs Analysis for Developing Exposition Writing Materials Using the DTMT Method for Senior High School Students*, Noto et al. (2022) with the title *Climate Change Exposition Reading Materials for Senior High School Textbook: Students' Needs Analysis*. The three studies focus on the needs analysis of exposition writing teaching materials, but with a different approach from this study. Tressyalina et al. (2023) emphasized the needs analysis for the final product in the form of interactive e-worksheets based on local wisdom, Wulandari et al., (2024) emphasized the needs analysis with the DTMT (Design Thinking and Metacognitive Thinking) method based on the theory of scaffolding and copy the master, and Noto et al., (2022) emphasized the needs analysis with the final product in the form of a textbook that was reviewed from the needs of students. Meanwhile, this study focuses on needs analysis by referring to Toulmin's argumentation pattern based on observations, interviews, and document studies. The needs analysis of teaching materials for writing exposition based on Toulmin's argumentation pattern has never been done so this study is expected to be an essential first step in the process of developing teaching materials for writing exposition with a more comprehensive understanding of argumentative logic.

B. Method

This research uses a qualitative approach. According to Moleong (2016), research with a qualitative approach aims to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, action, and others. This approach is relevant to the research conducted because the focus is on observing and analyzing the need for teaching materials for writing expositions based on Toulmin's argumentation pattern. The data of this study are in the form of (1) the results of observations of exposition learning involving 21 students; (2) the results of interviews with one teacher; and (3) the results of document studies. The research activities were conducted at St. Bellarminus High School Bekasi in August-September 2024 to analyze the research needs related to the need for teaching materials for writing exposition based on Toulmin's argumentation pattern. This school was chosen as the research location based on the consideration that St. Bellarminus Bekasi High School is a second-generation driving school that acts as a pioneer of educational transformation in line with the latest curriculum developments. With the implementation of the independent curriculum, this school emphasizes on improving the quality of learning which is also in line with the school's mission to realize 21st century skills, one of which is critical thinking and communication skills through learning activities. Thus, the needs analysis of the development of teaching materials for exposition writing based on Toulmin's argumentation pattern is relevant. Furthermore, the research was conducted through several stages, namely preparing research instruments, validating research instruments, revising research instruments, conducting research, and compiling research results. In the context of this research, the theoretical reference used is Toulmin's argumentation pattern, also known as Toulmin's Argument Pattern (TAP). This theory is the basis for interpreting the meaning and paradigm of thinking in composing expositions because it contains references to argumentation development (Abduh et al., 2019).

C. Results and Discussion

The needs analysis of teaching materials for exposition writing based on Toulmin's argumentation pattern was conducted through observations, interviews, and document studies.

1. Observation Results

Based on the results of observations that have been made on exposition text learning, several important needs can be identified related to the need for teaching materials for writing expositions based on Toulmin's argumentation pattern. The observation results show that the teaching materials used by teachers are quite relevant to the learning outcomes (CP) and learning objectives (TP), although there is still a need for further improvement in several aspects. In this case, the observation results show that basically learners already have a good understanding of the structure and linguistic rules of expository texts. However, learners tend to experience difficulties in implementing these concepts into effective writing practices, especially in terms of developing logical arguments supported by strong evidence.

In terms of learners' activities, the observation results show that most learners still tend to be passive and show less enthusiasm in learning exposition writing. The teaching materials used by teachers are still limited to textbooks and PPTs so that they are less able to arouse the interest and active participation of students. In fact, there are still students who play mobile phones and do not pay attention to the teacher during learning. In this case, the teaching materials need to be more varied and include interactive activities that encourage learners' involvement in learning. Then, in terms of teacher performance, the teacher has delivered the material according to the learning objectives using clear language. However, in terms of facilitating practice and assessment, interaction and time management are not optimal. Teachers also seem to be not optimal in utilizing learning media that facilitates students' understanding. In this case, an outline of the observation findings is presented in Table 1.

Table 1. Observation Findings

Aspects	Observation Findings	Teaching Material Needs
Learner activity	Most students are passive, use their mobile phones, and do not pay attention to the teacher. Students need guidance in developing ideas. The comprehension of basic concepts, especially the structure of the exposition is quite good. However, to implement this comprehension into writing expositions, students still have difficulties.	Teaching materials that include interactive, technology-based and engaging activities. Contains more structured guidance. Practice writing with relevant examples.
The use of teaching materials	Teaching materials are limited to textbooks and PPT so that it is less interactive and less interesting for students. Teaching materials are less able to guide students in writing expositions better.	More varied and interactive teaching materials. A more structured practical guide.
Teacher performance	The teacher does not communicate the CP and TP, and the time is used more than the allocation. Practice and assessment are less than optimal. Less than optimal learning media.	Teaching materials contain CP and TP, as well as teaching materials that can be accessed anytime and anywhere. More comprehensive training and assessment. Teaching media is relevant to the development of learners.

2. Interview Results

In addition to observations, researchers also conducted interviews with Indonesian language teachers. The following are excerpts from interviews with teachers related to the description of students' abilities in writing expositions.

“Most learners are still at a basic stage in writing expositions. They are generally able to write claims, but often struggle to organize ideas and build strong arguments. There are some who show potential but need further guidance.”

Based on the interview excerpt, it is known that most learners' exposition writing skills are still at the basic stage with the main difficulty being organizing ideas and building strong arguments. Most learners are able to write claims but have difficulty in constructing strong arguments supported by relevant evidence. The teacher also pointed out that most learners tend to find it easier to express information orally than to express information in writing. In other words, learners' writing skills still need to be improved. This is in line with

Situmorang (2018) who revealed that 85.72% of learners felt that writing was the most difficult language skill, as well as Agustina et al. (2023) who revealed that the scores of most learners in writing skills still tend to be low and incomplete.

When asked about the difficulties experienced during the implementation of exposition writing learning activities, the following is the teacher's answer.

“The biggest difficulty I experienced was in motivating students to think critically and develop logical arguments. In addition, they often do not understand the structure of the exposition, especially the structure of the argumentation sequence, so their writing tends to be poorly structured and less convincing.”

From the quoted answer, it is known that one of the main challenges in learning to write expositions is students' ability to develop strong and logical arguments. Teachers feel the need to provide more intensive guidance in understanding the structure of exposition texts, especially in the argumentation sequence, so that students can produce more focused, systematic and convincing writing. This obstacle shows the importance of strengthening critical thinking skills and a more systematic writing strategy to improve the quality of learners' writing.

Broadly speaking, teachers stated that the importance of using structured argumentation patterns in teaching materials can help learners in building more logical and stronger arguments. The use of argumentation patterns, such as Toulmin's, can be a framework that makes it easier for learners to structure claims, provide relevant evidence, and link them to explanations that support their arguments. This is particularly relevant in improving critical thinking and problem-solving skills. With the help of this pattern, learners can understand how to construct clearer and more convincing arguments, which can certainly improve the quality of their exposition writing.

In relation to the need for teaching materials, teachers stated that the teaching materials that have been used in learning exposition writing are still limited to textbooks and PPTs. However, the use of digital applications, such as Quizizz and Kahoot, is also still occasionally used, especially during quizzes. Teachers also stated that students' responses when using digital applications tend to be more positive than just textbooks and PPTs. The use of digitalization in learning is highly recommended by teachers so that learning becomes more interactive and in accordance with the development of students who belong to generation Z. Thus, the implementation of argumentation patterns in this teaching material is supported by digital technology to stimulate learners' involvement, so that the learning process becomes more interesting and effective. Teachers stated that the development of teaching materials that integrate argumentation patterns and digital technology will be very helpful in improving learners' writing skills.

3. Document Study Results

The document study was conducted through a review of curriculum documents, teaching modules, teaching materials, and student learning outcomes documents in the previous academic year. The results of the document study show that the curriculum used as the main guideline for learning implementation is the independent curriculum. In this context, the Learning Outcomes (CP) as competencies that must be achieved by students are guided by the Learning Outcomes document contained in the Decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 033/H/KR/2022. Based on the document, the description of general outcomes in E phase Indonesian language learning indicates that learners are expected to have language skills to communicate and reason, which can be used in various social, academic, and workplace contexts. Furthermore, learners are also expected to be able to write various texts to express opinions, which in the description of the writing element outcomes emphasizes that one of the forms of text that learners must master is research exposition text. This is also in line with the general outcome which states that learners are expected to have the ability to synthesize ideas and opinions from various sources. In learning to write expositions, this is certainly relevant because exposition texts emphasize the presentation of arguments that are not only opinions but must also be supported by logical and relevant evidence. From these learning outcomes, teachers set TP and ATP.

Then, document analysis was also conducted on the teaching module used by the teacher in learning exposition writing. The teaching module raised the big theme of 'Expressing Criticism through a Smile' which contained various material coverage, such as a monologue text of a single joke, an exposition text of

simple research results, and an anecdote text. In other words, the teaching module does not specifically discuss exposition text material but combines it with other material within the scope of social criticism. Then, in terms of the type of teaching materials used, the document used by the teacher as the main reference source is a book entitled *Cerdas Cergas Berbahasa dan Bersastra Indonesia untuk SMA/SMK Kelas X* published by the Centre for Curriculum and Bookkeeping of the Research and Development and Bookkeeping Agency of the Ministry of Education, Culture, Research and Technology in 2021. The book consists of several subchapters as presented in Table 2.

Table 2. Chapter details of teaching materials used by teachers

CHAPTER 2 EXPRESSING CRITICISM WITH A SMILE	
A.	Identifying Messages in Monologue Texts that Contain Social Criticism
B.	Assessing the Accuracy of the Social Criticism Delivered
C.	Use Language Rules to Convey Criticism
D.	Writing an Expository Text of Simple Research Results as Materials to Convey Social Criticism
E.	Present a Comic Strip
F.	Performing Single Joke in a Courteous Manner
G.	Reading Journal
H.	Reflection

In relation to the teaching materials, the teacher revealed that there are still limitations because the teaching materials have not been able to guide the learning of writing expositions coherently. From the table, it is known that the exposition material does not stand in a separate chapter. In fact, learning to write an exposition is only presented in four pages (40—43). Therefore, teachers need to create additional teaching materials to support the learning of exposition writing, especially in strengthening the argumentation aspect so that students' exposition writing can be more meaningful.

Based on the learning outcomes document, students' exposition writing produces seven patterns based on Toulmin's Argumentation Pattern (TAP) theory. The seven patterns include Claim-Ground (C-G), Claim-Ground-Warrant (C-G-W), Claim-Ground-Qualifier (C-G-Q), Claim-Ground-Rebuttal (C-G-R), Claim-Ground-Warrant-Qualifier (C-G-W-Q), Claim-Ground-Warrant-Backing-Qualifier (C-G-W-B-Q), and Claim-Ground-Warrant-Backing-Qualifier-Rebuttal (C-G-W-B-Q-R). A recapitulation of the seven patterns is presented in Table 3.

Table 3. Identification Results of Learners' Expository Writing

No.	Pattern	Number of Data	Percentage
1.	C-G	17	41,46%
2.	C-G-W	6	14,63%
3.	C-G-Q	12	29,27%
4.	C-G-R	3	7,32%
5.	C-G-W-Q	1	2,43%
6.	C-G-W-B-Q	1	2,43%
7.	C-G-W-B-Q-R	1	2,43%
Total		41	100%

Based on the recapitulation of argumentation patterns in students' exposition writing using Toulmin's Argumentation Pattern (TAP), it can be seen that the pattern of students' exposition writing is very diverse. The most dominant pattern is C-G (Claim-Ground) which appears with 17 data (41.46%). This pattern shows that most learners are only able to convey claims accompanied by supporting evidence or reasons, without involving other argumentation elements, such as warrant or rebuttal. This indicates that learners' ability to develop argumentation is still limited to two basic elements, namely stating claims and providing the basis that supports these claims.

Furthermore, the C-G-Q (Claim-Ground-Qualifier) pattern occupies the second position with 12 data (29.27%). This pattern shows a more complex development, where in addition to claims and evidence, learners also begin to use qualifiers that function to state certain limitations on a claim that indicate the conditions to which the claim is considered true. Then, the C-G-W (Claim-Ground-Warrant) pattern appeared 6 times (14.63%). This shows that some learners have started to understand the importance of explaining the logical relationship between the claim and the evidence they present. However, this number is still relatively small which indicates that learners' abilities still need to be improved. Furthermore, the C-G-R (Claim-Ground-Rebuttal) pattern appeared 3 times (7.32%) which shows that learners began to pay attention to counter-arguments. This means that the use of rebuttal in an argument allows one to provide a

rebuttal by carefully considering the claim, dismissing the counter-argument, and making the claim stronger and unbiased.

More complex patterns, such as C-G-W-Q, C-G-W-B-Q, and C-G-W-B-Q-R, only appeared once each (2.43%). This shows that only a small proportion of learners are able to compose very comprehensive arguments involving various elements of TAP in full. This certainly raises the need for the development of teaching materials that focus on strengthening the argumentation aspect because the more elements of Toulmin's argumentation are involved, the better the quality of the argumentation presented. This is in line with Simon (2008) who emphasizes that the more complete the elements of Toulmin's argumentation, the stronger and more convincing the argument will be. In other words, arguments that involve more argumentation elements are not only more complex, but also more critical and logical. Therefore, teaching materials designed to help learners develop all these elements of argumentation will be instrumental in improving the quality of learners' exposition writing.

Then, in terms of the original score given by the teacher to the learners' exposition writing, the following data was obtained.

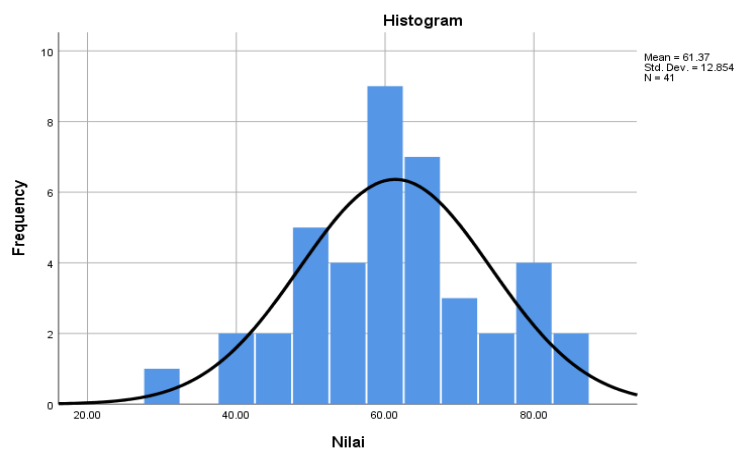


Figure 1. Histogram of Students' Expository Writing Learning Outcomes

Based on the histogram in Figure 1, it can be seen that the average value (mean) of students in writing exposition is 61.37. Referring to the categorization of the achievement level of argumentation skills according to Afrilia et al. (2022), the mean score is included in the poor category. This illustrates that most learners still need significant improvement in writing expositions. Then, the standard deviation of 12.854 shows how far the learners' data spread from the average value. The higher the standard deviation value, the greater the variation in learners' scores. In this case, a fairly high standard deviation indicates the diversity of learners' abilities in writing expositions. This is in line with the results of interviews with teachers that learners' abilities in writing expositions vary; most are still in the basic stage, but there are also learners who show good potential, although they still need further guidance.

The findings in the students' learning outcome documents showed that the majority of students used C-G and C-G-Q argumentation patterns with a much larger percentage than other patterns. These patterns include basic argumentation patterns in Toulmin's Argumentation Pattern (TAP) theory which shows that students' argumentation skills are still at level 1 and level 2 (Erduran et al., 2004). The low argumentation ability of students makes the exposition writing produced less strong and less convincing, which also has an impact on the average score which tends to be low. In this case, the need for teaching materials for exposition writing needs to pay attention to strengthening the argumentation aspect so that it can help students develop ideas systematically, strongly, and logically. Therefore, the development of teaching materials for writing expositions based on Toulmin's argumentation pattern is considered relevant.

D. Conclusion

Argumentation skills are one of the important things that need to be developed in supporting 21st century skills. This ability helps learners to be skilled in critical thinking, independent, and proficient in problem solving. In the context of Indonesian language learning, argumentation skills are integrated in the exposition text type where argumentation is included in one of its structures. In writing expositions, there is still a gap in mastering this skill so that systematic guidance is needed, one of which is Toulmin's argumentation pattern. The results of the needs analysis on writing expositions based on Toulmin's argumentation pattern show that the teaching materials used by teachers are not fully adequate. As a result, students' learning outcomes in writing argumentation on exposition texts still tend to be low and require improvement. Therefore, the development of teaching materials that focus on strengthening the argumentation aspects of Toulmin's pattern is considered relevant.

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