# ARGUMENT CONSTELLATION IN JOURNAL ARTICLES: TOULMIN STEPHEN PERSPECTIVE

# KONSTELASI ARGUMEN DALAM ARTIKEL JURNAL: PERSPEKTIF STEPHEN TOULMIN

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*Abstract*
*A constellation of arguments is present in each component of a journal article. Understanding the constellation of arguments in such journal articles is important because they will directly affect the writing of journal articles. This study aims to describe the constellation of arguments in the structure of the intended journal article. Data were collected by the observation method. The technique used in the framework of applying the method of referencing was a competent free observation technique. The next technique is note-taking. Data validation is done theoretically by confirming the available data on the theories. Also, validation is carried out to experts who master the matters of argument. The data validation was done after the data had been classified and verified. The data analysis method applied in this research is the method of distribution or distribution. The technique applied is a technique for direct elements. The data analysis method applied was the content analysis method. The results of the analysis were presented with informal presentation techniques. This research had produced the findings of the constellation of arguments in sections of journal articles. The parts of the journal article that may be present in the argument are in the following sections: (1) background, (2) literature review, (3) method, and (4) discussion. There is no argument in the conclusion section of the paper.*
*Keywords: Argument, a constellation of arguments, the structure of journal articles.*

*Abstrak*
*Konstelasi argumen hadir dalam setiap komponen artikel jurnal. Pemahaman konstelasi argumen dalam artikel jurnal demikian ini penting karena berpengaruh langsung pada penulisan artikel jurnal. Penelitian ini bertujuan mendeskripsikan konstelasi argumen dalam struktur artikel jurnal termaksud. Data dikumpulkan dengan metode simak. Teknik yang digunakan dalam rangka penerapan metode simak adalah teknik simak bebas libat cakap. Adapun teknik lanjutannya adalah teknik catat. Validasi data dilakukan secara teoretis yakni dengan mengonfirmasikan data pada teori-teori yang tersedia. Selain itu, validasi juga dilaksanakan kepada pakar yang menguasai hal-ihwal argumen. Validasi data tersebut dilakukan setelah data selesai diklasifikasi dan ditipifikasikan. Metode analisis data yang diterapkan dalam penelitian ini adalah metode agih atau distribusi. Adapun teknik yang diterapkan adalah teknik bagi unsur langsung. Hasil analisis*

*disajikan dengan teknik sajian informal. Penelitian ini telah menghasilkan temuan-temuan konstelasi argumen dalam bagian-bagian artikel jurnal. Bagian-bagian artikel jurnal yang dimungkinkan hadir argumen tersebut adalah pada bagian berikut: (1) latar belakang, (2) tinjauan pustaka, (3) metode, dan (4) pembahasan. Tidak ditemukan argumen di dalam bagian simpulan.*
**Keywords:** *Argumen, konstelasi argumen, struktur artikel jurnal.*

## 1.  Introduction

The perception that an argument is only found in the discussion section of a journal article is a big mistake that must be corrected immediately. This perception is not only owned by novice writers but also well-experienced writers. This wrong understanding, if not immediately corrected, will have an impact on the overall quality of journal articles. The subsequent impact is the increasing number of rejection of journal articles submitted to accredited national journals and reputable international journals. The facts prove that the quantity of qualified journal articles that can penetrate quality journals abroad is still relatively limited. This means the efforts to improve the quality of journal articles must be carried out continuously so that in the future Indonesia can be aligned with developed countries in terms of the quality and quantity of journal articles published in internationally reputable journals (Yuliana Setyaningsih & Rahardi, 2019). Even though the effort is not very easy, it must continue to be pursued so that Indonesia will not be left behind in terms of scientific and technological progress, which is usually marked by a large number of publications in reputable journals. An understanding of the constellation of arguments in this journal article can be considered a breakthrough in that direction, especially when it is associated with publication competition by journal article writers in the era of the industrial revolution 4.0.

Talking about scientific work especially about writing journal articles, is talking about academic truth. Academic truth always has clear parameters. Therefore, journal article writers must constantly seek academic truth to meet the demands of quality scientific work (Suwardjono, 2008). In connection with this, Paul (1995) in Kilbane and Milman, 2019: 385-386) detailed questions to explore academic truths. These questions include (1) questions for clarification, (2) questions to predict assumptions, (3) questions to explore reasons and evidence, (4) questions about viewpoints or perspectives, (5) questions about implications and consequences, and questions about questions themselves. Questions from clarification to reflective questions guide researchers to obtain academic truths as intended before that. The continuous questioning process that aims to find Verstegen is not free from argumentation (Kneuper, 1978). Therefore, the argument is an essential component in writing scientific papers, especially journal articles.

It should be said that an important component that needs to be understood in writing journal articles is the nature of arguments and arguments. Authors of journal articles as intellectuals should not be confused with these two terms. Toulmin (1979) defines that argumentation is "The term argumentation will be used to refer to the whole activity of making claims, challenging them, backing them up by producing reasons, criticizing those reasons, rebutting those criticisms, and so on." (van Eemeren, Garssen,

Krabbe, Henkemans, et al., 2013). The limitation raised by Toulmin can be interpreted that the argumentation is the whole activity in formulating statements of position (claims), opposing it, supporting it by producing reasons, criticizing those reasons, fending off these criticisms. Meanwhile, the term argument according to Toulmin is, "An argument, in the sense of a train of reasoning, is the sequence of interlinked claims and reasons that, between them, establish the content and force of the position for which a particular speaker is arguing " (Kneuper, 1978). Through this limitation, it can be interpreted that arguments are a series of connectedness between the position statement and the reasons that determine the level and strength of the position that the author wants to prove/debate. The relationship between components in an argument cannot be separated from reasoning or reasoning. The logic of inter-component relations shows that these ideas are critically tested (van Eemeren, Garssen, Krabbe, Snoeck Henkemans, et al., 2013).

Furthermore, it needs to be said that the strong argument according to Toulmin (1979) includes six elements, namely (1) claims, (2) grounds, (3) warrants, (4) backing, (5) capital qualifiers, and (6) possible rebuttals. Of the six elements, 3 main elements are mandatory, namely, claims, grounds, and warrants, while the other 3 elements, namely backing, capital qualifiers, and possible rebuttals, are additional elements that are not mandatory. The first three elements are called the first triad, and the second three elements are called the second triad (Yuliana Setyaningsih & Rahardi, 2019).

Claims or position statements are decisive statements that want to be proven by the author because the authors believe that the ideas conveyed contain truths that want to be recognized or accepted by others. Therefore, the statement of position statement must meet the criteria to convince others. The conditions for a good position statement are: (1) must be proven, debated, disputed, and (2) clearly and precisely formulated. The author of the article needs to reflect on the formulation of claims that have been compiled by questioning again "Are these claims clearly understood? From what point of view are those claims addressed? Sometimes this article is not realized by the author of the article, so it is often found that the claims formulated are not clear because it is long-winded. These reflection questions lead the article writer to present elements of other arguments appropriately, namely grounds and warrant as mandatory elements, and other additional elements (Fill & Penz, 2017).

In essence, claims are statements, theses, propositions, or questions that answer "What I want to prove". Substantially, there are three types of claims, namely fact-based claims, judgment and value claims, and policy claims. Claims based on facts refer to claims whose formulas are drawn or based on phenomena that can be empirically verified, through direct observation, experimentation, and research supported by other data (Harper, 2011). Phenomena that can be captured by the five senses are the basis for formulating claims. Claims that are formulated based on judgment and value refer to the opinions, beliefs, and values of the article writers who are considered good and need to be raised or debated related to the results of their research. Issues concerning community values form the basis for the formulation of claims. The last is claims based on policy. The

phenomenon that occurs in the community that is the object of research is used as a basis for formulating claims (van Eemeren, Garssen, Krabbe, Snoeck Henkemans, et al., 2013). Thus, the form of claims is a policy proposal that is strongly expected to be accepted by the authorities to determine the policy based on findings in the field.

Grounds or reasons are evidence, facts, or specific data, which supports the claims or something to be proven or debated. The reasons submitted can be in the form of statistical data, quotations, reports, findings, physical evidence, other forms that can be used as a reason for the claims raised. In this step, the article writer needs to reflect that the reasons presented are truly adequate and relevant to the claims raised. Elements that can strengthen claims are warrant or guarantee (Yuliana Setyaningsih, 2013). This element serves as a connecting bridge between reasons and position statements. Several strategies can be done to connect claims and grounds. Strategies make connections between data claims, namely (1) generalization, (2) signs, (3) authority, (4) principles, (5) causality, and (6) analogies. In traditional logic, a warrant is identical to the major premise, whose presence is sometimes overlooked as can be found in a syllogism. Arguments in journal articles require the presence of a warrant explicitly.

Supporting is other evidence/research results that are used to provide support for the assumptions, theories, or expert opinions expressed in the guarantee. Supporting evidence must have a logical relationship with the assurance element. Despite its position as the first additional element, this supporting element can strengthen claims. The exception element as the second triad is no less important than the backing element. The presence of this element can limit claims if there is something out of the ordinary that can weaken the argument. To present this element is not easy, an in-depth and comprehensive analysis is needed. The manifestation of an exception element (rebuttal) can be in the form of other opposing writers' arguments and certain cases/research findings that are contradictory. The final element of the second triad is information on modality. Description of modality is the degree of likelihood that determines the strength of a position statement. The degree of explanation of modality stretches from absolute uncertainty - absolute certainty (Kneuper, 1978). This element is inherent in the formulation of claims.

Talking about the parameters of journal articles, three general structures make up article construction. Cargill & O'Connor (2009) presents three structural models of scientific articles. The first model is known as the AIMReD model, namely Abstract, Introduction, Methods, Results, and Discussion. This model is more widely applied in the field of science. The second model is the AIRDaM model, namely Abstract, Introduction, Results, Discussion, and Methods. This model can be found in journal articles in molecular biology. The latter model is referred to as AIM (RaD) C, short for Abstract, Introduction, Methods, Results and Discussion, and Conclusions. This third model is often found in most journals, both domestic and foreign journals.

Abstract parts generally contain problems or objectives, methods used to solve problems, research results. The introduction section contains the background, formulation

of the problem, and the purpose of the study, a review of the latest research results. The research method contains types of research, data and data sources or populations and samples, data collection techniques, data analysis techniques, and data triangulation. Next, the results of the research and discussion are presented. The concluding section consists of conclusions and suggestions (Education, 2019). In this section, the author of a journal article does not merely summarize the results of his research but also needs to convey the limitations of the study to be able to inspire other researchers who want to research similar topics.

Thus it can be emphasized that the argument is present in each component of the journal article. A good understanding and awareness about the presence of arguments in each component of the journal article are very important to make the articles he wrote well qualified, sharp, and profound. Finally, it needs to be emphasized that this study raises the following issues: What is the constellation of arguments in the structure of journal articles? Thus, the purpose of this study is to describe the constellation of arguments in the structure of journal articles. The results of research on the constellation of arguments in the journal article will be very beneficial for students and journal article writers to sharpen their argument in writing journal articles.

## 2.    Research Methods

This research belongs to a qualitative descriptive study. This research data in the form of text excerpts that contain arguments on the components of journal articles. The substantive data sources of this research are the texts in the components of journal articles that contain arguments (Rozakis, 2007). The locative data sources are language journal articles and language education both in Indonesian and English that can be reached around the time of this research. Data is collected by the observation method. The technique used in the framework of applying the method of referencing is an observation technique. The next technique is the note-taking technique (Sudaryanto, 2016). Data validation is done theoretically by confirming the available data on the theories. Also, validation is carried out to experts who master the matters of argument. The data validation is done after the data has been classified and verified. The next step is data analysis. The data analysis method applied is the distribution method. The results of the analysis are presented with informal presentation techniques.

## 3.    Research Finding and Discussion
## Research Findings

Researchers have found four possible constellations of arguments in writing journal articles based on observing journal articles both national and international. The four types of a constellation of arguments are successively conveyed as follows: (1) the argument constellation in the introduction especially the background, (2) the argument constellation in the literature review section, (3) the argument constellation in the methodology section,

and (4) the argument constellation in the discussion section. In the following table, those research findings are shown one by one in detail.

## Table 1. Constellation and Role of Arguments

| Constellation of Argument | Code of Data | Role of Arguments |
|---|---|---|
| Introduction Section | ISD 1, ISD 2, ISD 4, ISD 5, ISD 6 | Creating gaps in the research problem |
| | ISD 1, ISD 3, ISD 4, ISD 6, ISD 7, ISD 8 | Providing background of the problem |
| Literature of Section | LSD 1, LSD 2, LSD 3, LSD 4, LSD 6, LSD 8, LSD 9 | Comparing and contrasting theories to follow |
| | LSD 1, LSD 2, LSD 3, LSD 4, LSD 5, LSD 6, LSD 7, LSD 8, LSD 9, LSD 10 | Determining roles of theories as a frame of reference |
| | LSD 1, LSD 2, LSD 3, LSD 4, LSD 6, LSD 7, LSD 9, LSD 10 | Determining roles of theories as tools of analysis |
| Methodology Section | MSD 1, MSD 2, MSD 3, MSD 4, MSD 6, MSD 8 | Determining types of methods and technique to use |
| | MSD 1, MSD 2, MSD 3, MSD 4, MSD 6, MSD 8 | Determining types of methods and technique to collect and analyze data |
| Discussion Section | DSD 1, DSD 2, DSD 3, DSD 5, DSD 6, DSD 8, DSD 10 | Interpreting and analyzing research findings |
| | DSD 1, DSD 2, DSD 3, DSD 5, DSD 6, DSD 8, DSD | Evaluating research findings following relevant theories |

**Discussion**

In the following section, the research results presented in detail in Table 1 are discussed one by one the position of the arguments in each section of the journal article. Apart from being related to the constellation of arguments, the following discussion also includes a discussion about the role of arguments in sections of journal articles.

**Position of Arguments in the Background Section**

The background of a journal article is a part that must be highly considered by a journal article writing. Three important parts must be considered in that section, namely, the position of the topic raised by the article writer in terms of issues in a global context, the position of the topic of the problem of the article writer in the framework of the results of previous similar studies, gaps that arise related to the topic of the problem raised, and justification of a problem raised in a study. In other words, in that background, there must be things that lined up with the research and show the context of the issues raised in the

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study. The problem raised in the study is becoming increasingly clear its identity, as a result of the background which is presented clearly and in detail (Yuliana Setyaningsih, 2013). The following chart 1 clarifies this statement.
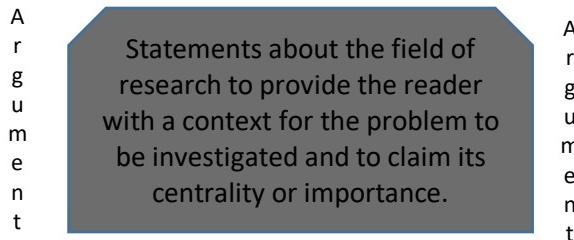


A r g u m e n t

**Figure 1. A constellation of arguments in the background**

Next in the following section, the researcher finds an argument in the background of a journal article. Arguments in the background raise the presence of gaps from existing facts. The gap is laced with the lack of knowledge, skills, and creativity of Indonesian students compared to other countries. With the presence of this gap, the problem of this research becomes clear. Thus it can be emphasized that in the background section, the task of a journal article writer is to create a gap (Rahardi, 2009). With the clarity of the gap, problems can be easily identified and then formulated clearly and in detail. There are two roles of arguments found in the introduction sections, namely (1) creating gaps in the research problem, and (2) providing background of the problem. Such roles can be found in the following research data: ISD 1, ISD 2, ISD 4, ISD 5, ISD 6; ISD 1, ISD 3, ISD 4, ISD 6, ISD 7, ISD 8. The following excerpt can be further noticed concerning the existence of arguments in the introduction section.

Academic achievement is often related to learning achievement through a set of evaluation in education institutions or participation in evaluation activities in the institutions that manage educational evaluation. *Gill, Timpane, & Brewer (2001: 69) define academic achievement as measuring achievement through the progress in school, graduates, and the admission to higher education, as well as academic skill and knowledge*. **Ideally, the measurement of achievement evaluates not only the basic skill in reading and mathematics, but also the knowledge, cognitive skill, and wider creativity in a wider scope beginning from science up to fine arts**. Farida (2017: 2-3) states that academic achievement is measured through evaluation.

In the Program of International Student Assessment (PISA) organized by the OECD get an overview of the achievements of Indonesian teenagers among international countries. **The results of the PISA assessment, Indonesian students have experienced an increase in the three competencies tested.** Indonesian teens in 2012 ranked 70 (OECD, 2012) and in 2015 ranked 64 out of 72 PISA participants (OECD, 2015). This illustrates the achievements of Indonesian students, but still below the median of 1`other participating countries.

**Academic achievement is obtained by undertaking several efforts.** *Some studies related to academic achievement describe a varieties of backgrounds that affect it*. Pecorari et al. (2012) found that there is a strong relationship between reading and academic achievement. Smith, Black,& Hooper (2017) state that metacognitive strategy with the self-regulation technique may form an effective basis for students to achieve academic successes.

**Reading literacy for common people or reading for a non-expert is very important in human life as the basis for achieving science and everyday activities.** It is stated in OECD (2009: 3) that adults are expected to use information in a complex way. T*herefore, literacy is important not only for personality development, but also for a positive result of education, society, and economy*. In reality, however, as reported in the research by Sari & Pujiono (2017: 105) reading activities resulted more from assignments than from hobbies. The constraints are laziness, weak motivation, fatigue, lack of references in libraries, and lack of English references. According to research, reading activities of reading literacy do not become everyday life habit, but it is felt as an obligation because of assignments.
(Siti Mahmudatul Banat dan Adi Cilik Pierewan, 2019)

Grounds

Warrant

Claims

Grounds

Claims

Grounds

Claims

Warrant

Grounds

Claims

Grounds

Warrant

Baacking
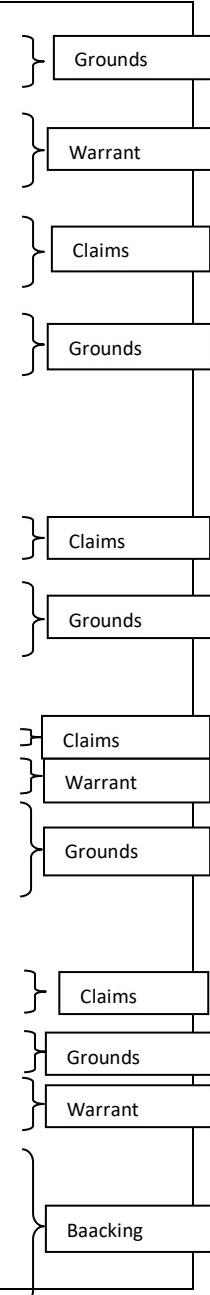
**Position of Arguments in the Literature Review Section**

The literature review includes 3 things, namely the mindset, conceptual framework, and previous research studies. In this section, the author of a journal article does not merely describe these three things, but the part must be presented argumentatively. Previous research studies generally present the findings of previous studies that are related to the research problem. In this context, the article writer looks critically at the position of his research with relevant previous studies. For this reason, the author of the journal article must state his position statement on the critical analysis of the previous findings. In this case, the statement of the article writer needs to be supported with data as grounds and theoretical support which is a warrant (Yuliana Setyaningsih, Rahardi, Sanata, & Yogyakarta, 2018). In this section, the author argues. Thus, the position of the argument in the relevant section of research appears. In other words, in describing relevant prior studies, a journal article writer must state the position of the research. That is, whether the research that will be done is a new perspective, is a reaffirmation of previous research, or maybe something else. In stating his new research position, a journal article writer must present his argument. So it is clear that even in the relevant prior study, the argument of the author of the journal article must be present.

Therefore, the relevant part of the previous study is not just a description or exposition, but also arguments. The theory study section comes after the relevant previous study section in a journal article. Theoretical studies usually include two things, firstly the relevant theories that serve as the frame of reference, and secondly the relevant theories that become the tools of analysis. Theories that serve as research umbrella generally tend to be general, large, and global. Instead, the theory that functions as an analysis tool tends to be specific. As an illustration, if someone wants to examine the meaning of the prefix [me] in Indonesian, then a researcher might put descriptive morphological theory and affixation theory as the reference framework. Furthermore, the researcher will place the theory of affixation, especially on the prefix [me] as an analysis tool (Rahardi, 2009). In both types of theoretical study, the author's argument is needed. Choices for a particular theory chosen and adopted require clarity of argument and justification from the author. Thus it is emphasized that in the theoretical study section, the author's argument is also present.
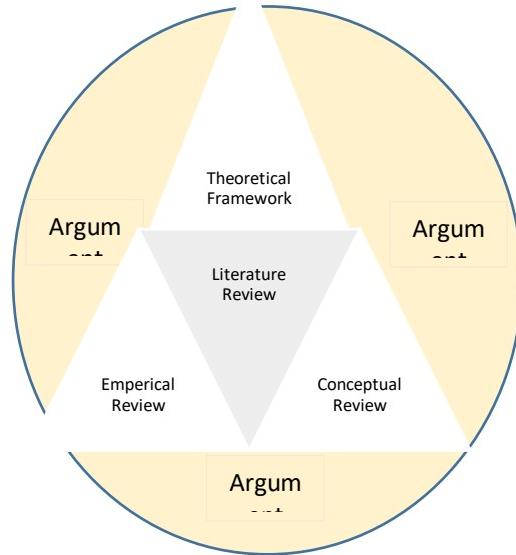
**Figure 2. Position of arguments in the literature review section**

There are three possible roles of arguments in the literature review section found in the research, namely: (1) comparing and contrasting theories to follow, (2) determining roles of theories as a frame of reference, and (3) determining roles of theories as tools of analysis. The first role can be found in data LSD 1, LSD 2, LSD 3, LSD 4, LSD 6, LSD 8, LSD 9; the second role can be found in data LSD 1, LSD 2, LSD 3, LSD 4, LSD 5, LSD 6, LSD 7, LSD 8, LSD 9, LSD 10; whereas the third role is in data LSD 1, LSD 2, LSD 3, LSD 4, LSD 6, LSD 7, LSD 9, LSD 10. The following excerpt can be further considered to justify these roles.

"**The assessment of speaking, as an extremely difficult skill to test, involves a number of procedures to capture all the defining characteristics for objective testing**. An understanding of the nature of speaking not only helps define the construct in question but ultimately makes it possible to identify factors involved in speaking assessment (Kim, 2010). According to Butler, Eignor, Jones, McNamara, and Suomi (2000, p. 10), for example, "such features are likely to include accomplishment of the task, the sufficiency of response, comprehensibility, adequacy of grammatical resources, range and precision of vocabulary, fluency, and cohesion." Performance on each aspect may vary from individual to individual and from task to task."
(Esmat Babaii, Shahin Taghaddomi, and Roya Pashmforoosh, 2016)

Claims

Grounds
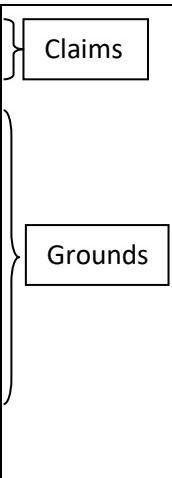
**Argument Position in the Method Section**

The journal article method section contains at least three things, namely the type of research, data collection methods, and data analysis methods. Each can be further specified according to the characteristics of the research. What I want to convey in this section is that the method part must contain the author's argument (Y Setyaningsih & Rahardi, 2018). At least some reasons can be justified by the author concerning the justification for the selection of methods and tools because the actual methodology is a matter of tools and methods in research. The method section is very important to answer the research problem. The following illustrates the position of the argument in the method section in general.
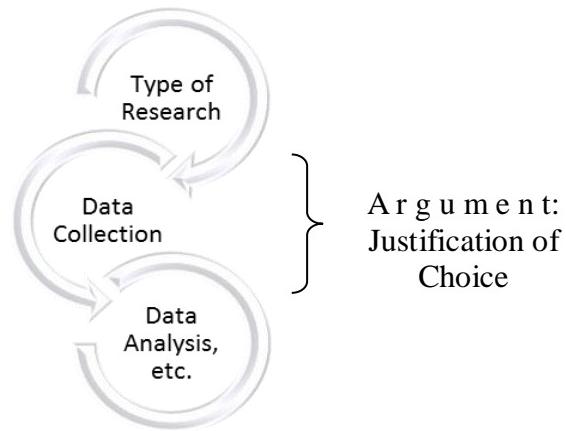


**Figure 3. Position of arguments in the method section**

The following section trailer of the method illustrates that the method chosen to answer the problem statement is not merely described but is accompanied by relevant reasons, even supported by warrant and backing (Kneuper, 1978). Thus, the arguments presented in this method section can be sure that the method used is acceptable. Through the research, the following roles were identified: (1) determining types of methods and technique to use such as in data MSD 1, MSD 2, MSD 3, MSD 4, MSD 6, MSD 8; and (2) determining types of methods and technique to collect and analyze data such as in data MSD 1, MSD 2, MSD 3, MSD 4, MSD 6, MSD 8. The following excerpt can be further considered.

 "**This study essentially grew out of my own inquisition: How can poetry be taught in a way that will not only capture students' imaginations but also motivate them to love environment whilst enjoying poetry's rhythms and rhymes?**" To answer the question, I made use of my teaching activity using metacognitive strategy and analyzed the students' progress through their weekly assignments and exam papers containing reflection notes as data. *Metacognitive strategy or self-*

Claims

Grounds

Warrant

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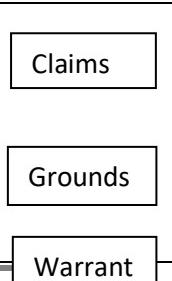
*regulatory skills (Oxford in Richards & Lockhart, 2005, p. 64) was the chosen strategy because it allows students to profile and evaluate their learning.* The bulk of research in the use of metacognition for EFL reading and writing such as that of Macaro (2006) and Zhang (2010) has shown that self-regulatory learning helps improve learners' autonomy."
(Dewi, 2018)

Backing

### c. Position of Arguments in the Discussion Section

Some journals combine the results of research and discussion, while others separate them into sub-groups. The discussion section is a very important part and has the highest portion of the other sections. In this section, journal article authors discuss their findings in a variety of strategies. The first strategy is that journal article writers can show that their research findings support previous research or contradict previous research. In this section, the author of the journal article submits his argument (van Eemeren, Garssen, Krabbe, Henkemans, et al., 2013). Arguments raised related to the same or different findings can be presented with the pattern of arguments put forward by Stephen Toulmin, containing at least the first triad, namely claims, grounds, and warrant.
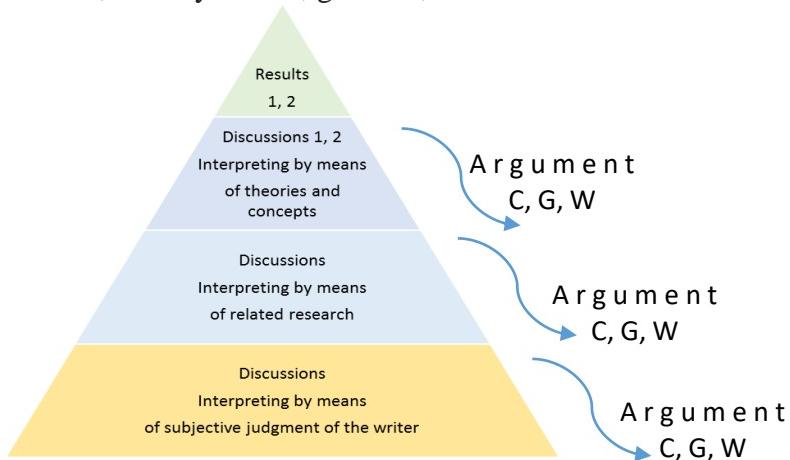


**Figure 4. Position of arguments in the discussion section**

There are two roles arguments in the discussion section of a journal article, namely (1) Interpreting and analyzing research findings such as in data DSD 1, DSD 2, DSD 3, DSD 5, DSD 6, DSD 8, DSD 10; and (2) evaluating research findings following relevant theories such as in data DSD 1, DSD 2, DSD 3, DSD 5, DSD 6, DSD 8, DSD.

As an example, the following is an excerpt from the discussion section of a journal article that contains confirmation of the results of previous studies. The arguments presented consist of the elements of grounds and claims.

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| | |
|---|---|
| Considering the differences between Coded-Correction Feedback and Non-Coded Correction Feedback, the finding of this study confirms the study done by Makino (1993), with which he found that more explicit types of teacher error feedback on students' composition resulted in successful selfcorrection on their grammatical errors. The result of this present study is also in line with Ferris et al. (2013) who state that Explicit CF (with labels, codes, or other metalinguistic explanation) may be more valuable for some students than unlabeled CF. **Thus the use of Coded-Correction Feedback (CCF) could be considered more effective than Non-Coded Correction Feedback (NCCF)**. (Ali Saukah, et al., 2017) | Grounds<br><br>Grounds<br><br>Claims |
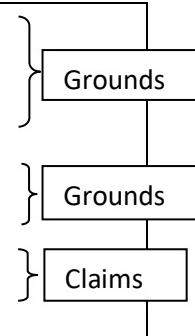
Aside from being an argument that confirms the findings of previous research, the arguments in the discussion section can also present things that are different from the results of previous studies. The following sample snippet explains the intended difference.

| | |
|---|---|
| However, the result of this present study is different from that of Hong (2004) which shows that there is no significant difference in performance on self-correction between Non-Coded Correction Feedback and Coded-Correction Feedback group, although the result of her survey reveals that students prefer receiving CCF rather than NCCF. **The discrepancy between this present study and Hong's study may be due to the dependent variable measured.** In Hong's study (2004), it was students' self-correction ability, whereas the dependent variable in this present study was students' writing quality. Moreover, Hong attempted to focus on analyzing only five error categories, namely: verbs, noun endings, articles, wrong words and sentence structures. On the other hand, this present study focused on five aspects of writing, namely: content, organization, vocabulary, language use and mechanic. *As a result of these differences in dependent variable and writing aspects, Hong's findings were different from those of the present study.* | Grounds<br><br>Claims<br><br>Grounds<br><br>Warrant |
| **There is also a difference between the present study and the study conducted by Muth'im (2013).** He implemented three kinds of correction feedback to three different groups, namely sample-end comment (SEC) feedback, coded-correction feedback (CCF) and non-coded correction feedback (NCCF). He found that the three techniques of error correction feedback were equally effective, or none of the three was more effective than the others. *The plausible explanation of this discrepancy is because of the differences of subjects and the different use of feedback in the study.* The study by Muth'im (2013) was an experimental study which involved 54 English Department students, whereas the present study involved 53 senior high school students. The use of feedback was also different. Muth'im (2013) used feedback as technique of teaching. The feedback was given for three essays written by students consecutively before the final writing the score of which were documented to judge the effect of the feedback. On the other hand, the present study focused on the short term effect of feedback, in which feedback was not used as technique of teaching. The students were asked to write two different compositions and each of them were given CCF and NCCF immediately afterwards. The scores of revision were immediately documented and compared to see the effect. | Claims<br><br>Grounds<br><br>Warrant<br><br>Grounds |
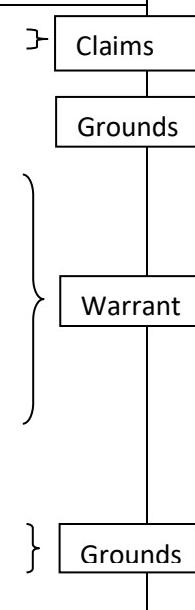
In addition, the students' mean score on the five aspects of writing after they were given CCF were higher than that after they given NCCF. However, substantially, the differences are only significant in terms of language use. *The plausible explanation of this result can be drawn from studies by Bitchener (2008) and Van Beuningen (2010) which reveal that corrective feedback develops more on accuracy as it offers learner opportunities to notice the gaps in their linguistic systems. Further, it can be argued that the cognitive investment of editing one's text after receiving error feedback is likely a necessary step on the road to longer term improvement in accuracy (Ferris, 2004).* In this regard, Purnawarman (2011) also states that corrective feedback is effective in reducing students' grammatical errors. In addition, Truscott and Hsu (2008) acknowledge that correction does help students reduce their grammatical errors on the writing on which they receive the corrections, and that the effect is substantial. **In this study, among five writing aspects, grammatical error was covered as an aspect of language use, and handwriting, spelling and punctuation were covered as aspects of mechanic.** (Ali Saukah, et al., 2017)

Grounds

Warrant

Backing
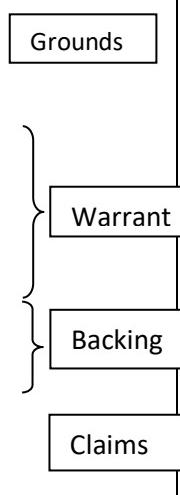
Claims

The following article's section of the discussion section presents an argument from the results of the research that contains four argument elements from the perspective of Toulmin. These elements are claims, grounds, warranties, and backing (Yuliana Setyaningsih & Rahardi, 2019). The argument elements can be examined in the following chart.

**The results indicated that a number of linguistic and non-linguistic criteria encompassed both the learners' and the teachers' mentioned criteria for rating speaking.** The analysis of the comments the learners wrote when assessing their own ability before their being provided with the criteria showed the learners were more concerned with topic management, confidence, fluency, time management, grammar, vocabulary, and pronunciation. However, they failed to point to macro-level components, like organization, strategy use, and communicative effectiveness, included in the list of the teachers' agreed-upon criteria with which they were provided on the second occasion. Based on the findings of the present study, it appeared that the teachers' criteria were compatible with those reported in previous studies (e.g., Iwashita, Brown, McNamara, & O'Hagan, 2008; Plough, Briggs, & Van Bonn, 2010; Zhang & Elder, 2011). *The learners' self-mentioned criteria, on the other hand, suggested that the skills-and-components-based perspective made them lose sight of higher-order speaking assessment criteria in their self-awarded ratings.* This, therefore, in line with previous research (e.g., Orsmond, Merry, & Reiling, 1997, 2000), reveals that the learners were not able to make sound judgments about their own ability prior to the application of the assessment criteria. (Babaii, et al., 2016)

Claims

Grounds

Warrant

Backing
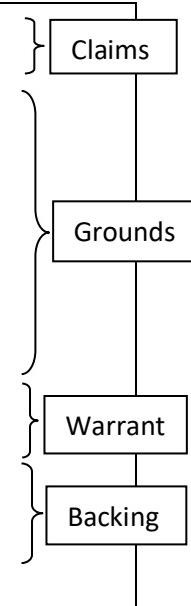
From the above explanation, it is very clear that the argument is present in every part of the journal article. A good article cannot be separated from the quality of the argument. The quality of the argument is demonstrated through the presence of claims,

grounds, and warrant elements. A minimum of these three elements or the first triad of the elements of Toulmin is found in the article which is the research data, namely in the background, theoretical studies, methods, and especially in the discussion section.

## 4.     Conclusions

This research produces findings of the constellation of arguments in sections of journal articles. The sections are the background section, the literature review section, the method section, and the discussion section. The elements of the argument in Toulmin's perspective that appear in the structure of the article consist of 2 elements (claims and grounds) and 3 elements (claims, grounds, and warrant). The findings of the constellation of arguments in the structure of journal articles are limited to the analysis of several articles in certain period journals. If the research is carried out with a wider source of data, certainly more comprehensive findings will be found to complement the findings of this study. The findings from various fields not only in the field of language, of course, but the results are also very useful for improving the quality of journal articles, especially beginner writers and students.

## 5.     Acknowledgement

## 6.     References

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