ARGUMENT PATTERNS IN INDONESIAN AND KOREAN EFL LEARNERS' ARGUMENTATIVE ESSAY: COMPARATIVE ESSAY USING TOULMIN MODEL

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Abstrak
Tujuan utama dari penelitian ini adalah untuk menguji dan membandingkan struktur organisasi komposisi argumentatif yang ditulis oleh siswa Indonesia dan Korea (Korea Selatan) yang belajar bahasa Inggris sebagai bahasa kedua, dengan menggunakan model Toulmin sebagai kerangka teoritis untuk evaluasi argumen. Sampel penelitian terdiri dari lima responden asal Indonesia, lima responden asal Korea, lima responden perempuan asal Indonesia, dan lima responden perempuan asal Korea. Orang-orang biasanya berasal dari berbagai latar belakang profesional dan pendidikan. Artikel penulis menjadi fokus analisis yang menggunakan elemen struktur Toulmin. Berdasarkan temuan, tidak ada perbedaan nyata dalam kemampuan berpikir pria dan wanita di kedua negara. Pengecualian bagian sanggahan pada beberapa individu terlihat jelas di kalangan responden. Kajian ini penting karena melihat konsekuensi aspek budaya yang terkait di setiap negara dan bahasanya terhadap dasar-dasar penulisan argumentatif. Temuan ini dapat digunakan untuk meningkatkan strategi pedagogi dan membantu penciptaan konten kurikulum penulisan yang sesuai dengan budaya. Penelitian di masa depan harus mempermudah pengujian ciri-ciri linguistik dan budaya tambahan, serta memperluas fokus penelitian untuk mencakup kelompok yang lebih beragam dari berbagai negara dan orang-orang dengan tingkat prestasi akademis yang berbeda-beda.
Kata kunci: Model Toulmin, Siswa Indonesia dan Korea, Esai Argumentatif

Abstract
The main aim of this research is to examine and compare the organizational structure of argumentative compositions written by Indonesian and Korean (South Korean) students learning English as a second language, using the Toulmin model as a theoretical framework for argument evaluation. The research sample consisted of five respondents from Indonesia, five respondents from Korea, five female respondents from Indonesia, and five female respondents from Korea. People usually come from a variety of professional and educational backgrounds. The author's article becomes the focus of analysis using Toulmin structural elements. Based on the findings, there is no real difference in the thinking abilities of men and women in the two countries. The exclusion of the disclaimer section in some individuals was evident among the respondents. This study is important because it looks at the consequences of cultural aspects related to each country and its language on the basics of argumentative writing. These findings can be used to improve pedagogical strategies and assist in the creation of culturally appropriate writing curriculum content. Future research should make it easier to examine additional linguistic and cultural features, as well as broaden the research focus to include more diverse groups from different countries and people with varying levels of academic achievement.
Keywords: Toulmin Model, Indonesian and Korean Students, Argumentative Essay

INTRODUCTION

The present study (ies) examine the extent to which children can develop ideas beyond of what they believe in personal convictions and interact them in a manner. Children developing ideas adheres to the general-purpose previous methods of writing skills, all in their second language, English. They find that children are capable of doing these things in a way that complies to the generic conventional of argumentative writing. The theory of mind taken for granted as a distinctive and inherent human ability demonstrates that students of all ages frequently do not fully utilize their capacity to acknowledge the opinions and views of others when they are writing argumentative essays.

Some related studies that have been done relation to the concept above. Thao and Herman's research focuses on the pragmatics-based argumentation analysis of Nam Cao's Story.[1] In order to analyze deductivism in the plot regarding pragmatics and argumentative analysis, classification, motifs, and other such components, the study has gathered examples of argumentation with pragmatic insights in the short story Chi Pheo. Oswald.[2] He continued discussing about pragmatics of argumentation and found) the three categories of contributions descriptive, normative, and explanatory pragmatics has to offer argumentation scholarship. These correlate to the main research questions investigated within argumentation and pragmatics, demonstrating how pragmatically infused argumentative research that aims to respond to these three research questions has been over the last five periods. He comes to a conclusion by offering some ideas for promising research trajectories that show the research potential of this interface has not yet been fully realized. Last but not least, Wageman search from on the textual criticism of persuasive discourse and how to recognize an argument type.[3] He discovers that a categorization framework for arguments that systematizes existing accounts of arguments in the broad sense of the three factors found in this structure is that "argument form is universal to look for assertion able to operate as the conclude and the presumption. Argument substance can be approved by meaning, instances, designs, utterance, etc., and argument handle can be agreed to sign by incorporating all these argument form as well as substances".

Because of their native language backgrounds, EFL students have trouble writing essays. Rass discovered that prospective teachers whose native language was Arabic commonly used

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[1] Nguyen Van Thao et al., "Analysis of Argumentation in Nam Cao's Story '"Chi Pheo"' Based on a Pragmatics Perspective," *International Journal of Innovation* 12, no. 12 (2020).

[2] Steve Oswald, "Pragmatics for Argumentation," *Journal of Pragmatics* 203 (January 1, 2023), https://doi.org/10.1016/j.pragma.2022.12.001.

[3] Jean H. M. Wagemans, "How to Identify an Argument Type? On the Hermeneutics of Persuasive Discourse," *Journal of Pragmatics* 203 (January 1, 2023), https://doi.org/10.1016/j.pragma.2022.11.015.

recurrence and overstatement in writing an English text.[4] They try to convince others and enhance the encouragement, indicating influence from their native Arabic culture. In spite of having obtained considerable traction as a method for analyzing writing throughout various domains, its application in cross-cultural settings is still being investigated thoroughly.
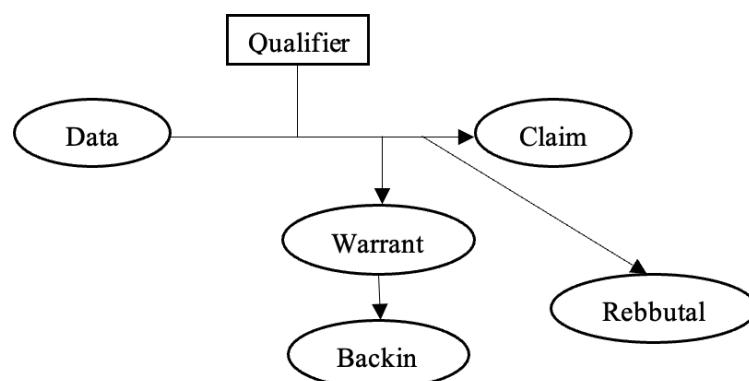

Figure 1. Diagram of Toulmin's logical argument.[5]

According to Jeong et al., Indonesia and Korea each possess their own distinct cultural and educational customs. Both countries' educational systems emphasize on the growth of powerful writing skills, particularly the ability to write persuasive prose.[6] However, cultural values, pedagogical principles, and levels of literacy can all have an effect on how learners arrange and convey their thoughts in writing instruction such as essays.[7]

By correlating and evaluating the argumentative essay formats of Indonesian and Korean students using the Toulmin model, it may be possible to identify the writing techniques that are similar and different between the two groups. Instructors and course designers can use this information to better tailor their composing lessons to the language and cultural needs of their

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[4] Ruwaida Abu Rass, "Cultural Transfer as an Obstacle for Writing Well in English: The Case of Arabic Speakers Writing in English," *English Language Teaching* 4, no. 2 (June 2011).

[5] S. Toulmin, *The Uses of Argument* (Cambridge: Cambridge University Press, 1958).

[6] Jae-Seon Jeong, Seul-Hi Lee, and Sang-Gil Lee, "When Indonesians Routinely Consume Korean Pop Culture: Revisiting Jakartan Fans of Korean Drama Dae Jang Geum," *International Journal of Communication* 11 (May 23, 2017).

[7] Catherine Shea Sanger, "Inclusive Pedagogy and Universal Design Approaches for Diverse Learning Environments," in *Diversity and Inclusion in Global Higher Education*, ed. Catherine Shea Sanger and Nancy W. Gleason (Singapore: Springer Singapore, 2020), https://doi.org/10.1007/978-981-15-1628-3_2.

students.[8] Furthermore, when people compare cultures, people gain a better understanding of reasoning and how it is influenced by sociocultural factors.[9]

Understanding the complexities and challenges students who are learning English as a foreign language (EFL) in Asia face when creating convincing arguments makes it imperative that argumentative essays written by these students be analyzed.[10] The Toulmin Model's argument constructions offer useful insight into language learners' language acquisition and communication strategies. Scholars can assess the strengths and weaknesses of students' writing, provide specific feedback for each writing style, and formulate appropriate pedagogical strategies to help students improve their argumentative writing skills.[11] Cultural and language obstacles commonly have an impact on students' reasoning and analytical thinking abilities in Asia. Toulmin's Model of Logic-Based Argumentation sheds light on the influence of backgrounds in education and culture on rationale argumentation. This emphasizes the importance of cultural context in these elements of argumentation.[12] The possession of this understanding is extremely valuable for teachers and curriculum developers because it allows them to personalize their instructional methods to efficaciously meet the distinctive demands that students have.

Given the clarification above, it is probable that EFL students are struggling to write a paragraph or essay. This condition also has an impact on the students' ability to argue in their argumentative essays. Furthermore, it influences how they express their ideas and the pattern of argumentation. This is among the reasons the writer chose this topic to observe the sequence of EFL students in writing argumentative essays.

Research questions and objectives

An important component of the argumentation process in the argumentative essays written by EFL students in Asia is the use of the Toulmin Model. Nonetheless, the existing literature demonstrates a significant gap in investigating its application for evaluating various frameworks. The comprehensive structure of the Toulmin Model aids in argument

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[8] Shin'ichiro Ishikawa, "The ICNALE Spoken Dialogue: A New Dataset for the Study of Asian Learners' Performance in L2 English Interviews," *English Teaching* 74, no. 4 (2019).

[9] S. Ishikawa, *The ICNALE and Sophisticated Contrastive Interlanguage Analysis of Asian Learners of English. In S. Ishikawa (Ed.), Learner Corpus Studies in Asia and the World* (Kobe, Japan: Kobe University, 2013).

[10] Hanna Sundari and Rina Husnaini Febriyanti, "The Analysis of Indonesian EFL Argumentative Writing Using Toulmin's Model: The Structure and Struggles from the Learners," *Scope : Journal of English Language Teaching* 5, no. 2 (April 9, 2021), https://doi.org/10.30998/scope.v5i2.8544.

[11] Jingjing Qin and Erkan Karabacak, "The Analysis of Toulmin Elements in Chinese EFL University Argumentative Writing," *System* 38, no. 3 (September 2010), https://doi.org/10.1016/j.system.2010.06.012.

[12] Jumariati, Emma Rosana Febriyanti, and Muhammad Rizki, "Argumentation Skills: An Analysis on EFL Students' Essays Based on Toulmin's Model of Argument:" (2nd International Conference on Education, Language, Literature, and Arts (ICELLA 2021), Banjarmasin, Indonesia, 2021), https://doi.org/10.2991/assehr.k.211021.013.

comprehension. However, there is a scarcity of research on its application and customization to the various linguistic and cultural contexts of EFL learners from Asian countries.

To evaluate the quality of argumentative writing, the Toulmin Argument Pattern (TAP) is used. This method provides a systematical structure for construction arguments. Nevertheless, there is a paucity of academic studies on the how students use the TAP components and their impact on the quality of their written work. The investigation of potential disparities in the quality of argument patterns displayed by male and female EFL learners stays a subject which has not yet been closely examined.

1. To what extent do the argumentative essay structures employed by Asian EFL learners conform to the (modified) Toulmin model (1958, 2003)?

2. What is the general standard of argumentative writing among EFL learners when utilizing the TAP?

3. Is there a notable disparity in the caliber of argumentative patterns exhibited by male and female Students of the English Language?

The primary objective of this research is to investigate the ICNALE corpus of argumentative writing produced by EFL students in Korea and Indonesia and to identify the elements which comprise such frameworks. The current study aims to develop a structure to examine the argumentation structures used by Indonesian and Korean respondents by adapting Toulmin's (1958, 2003) framework. The objective of this study is to evaluate the corpus in order to figure out how commonly and also what kinds of components occur 24 in the students' argumentative writing. As a consequence of this goal, we will gain a clear grasp of how EFL students create and pertain their discussion techniques and abilities.[13]

The secondary goal of this research is to investigate the Toulmin argument pattern (TAP) application in students' writing from Korea and Indonesia. This is to ensure that the arguments of the respondents can be evaluated for consistency, clarification, and rational thought, as well as their argumentation. The evaluation's results would be able to highlight the advantages and disadvantages of the 20 respondents' argumentative writing abilities. In short, they can discover and understand their general ability to produce well-structured and arguments. The third objective of this research is to determine whether female and male students from Indonesia and Korea use distinct argument constructions in their written discourse. The goal of the study is to determine the existence of gender-based differences in the preparation and execution of argument structures by investigating the argumentative writing samples of male and female students. This goal will

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[13] Fan Zhang et al., "A Corpus of Annotated Revisions for Studying Argumentative Writing," in *Proceedings of the 55th Annual Meeting of the Association for   Computational Linguistics (Volume 1: Long Papers)* (Proceedings of the 55th Annual Meeting of the Association for   Computational Linguistics (Volume 1: Long Papers), Vancouver, Canada: Association for Computational Linguistics, 2017), https://doi.org/10.18653/v1/P17-1144.

shed new light on any sexual identity discrepancies in argumentative competence and the potential influence of gender on the advancement of argumentation qualities among those learners.

Review of the Literature

The framework of regulations as argumentation strategies may come to mind when thinking about argumentation. Argumentation strategies, according to Reed et al., are argument types that reflect inference constructions of assertions used in common usage as well as in special contexts such as legitimate argumentation and artificial intelligence.[14] Aside from forms of reasoning such as modus ground fault, a number of the most prevalent strategies are neither logically coherent nor assumptive. An argumentation sequence is a multi-labeling of a collection of arguments with commensurate labeling restrictions. According to Minh Dung, there are three types of trying to label where an argument could be labeled.[15] Define the meaning of patterns; it must be able to say whether an argument is accepted, rejected, or undecided; and it must be able to say which label an argument should have given the labels of other arguments. A triple is also a form of argumentation (A,M,C). Multi-labeling may appear to be a constraint as well, specifically the constraint on one of the multi-values. label's There are two directions to take into account. First, by adhering to the multi-labeling and constraints, an argumentation pattern can be flattened into a two sorted AF.

The use of the six Toulmin model components—claim, data, counter argument claim, counter argument data, rebuttal claim, and rebuttal data in argumentative papers created by university students who are learning English as a second language is examined in the study by Qin and Karabacak.[16] The study focused on 153 Korean English majors in their second year who turned in argumentative essays after reading two opinion pieces with opposing points of view on a hot-button topic. According to the study, most papers included four pieces of evidence to support at least one claim. Less frequently used were important factors that affect the quality of argumentative papers, such as the use of a counterargument claim, counterargument data, a rebuttal claim, and rebuttal data. The study might have an impact on how we instruct argumentative writing in second.

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[14] Chris Reed, Douglas Walton, and Fabrizio Macagno, "Argument Diagramming in Logic, Law and Artificial Intelligence," *The Knowledge Engineering Review* 22, no. 1 (March 2007), https://doi.org/10.1017/S0269888907001051.

[15] Phan Minh Dung, "On the Acceptability of Arguments and Its Fundamental Role in Nonmonotonic Reasoning, Logic Programming and *n*-Person Games," *Artificial Intelligence* 77, no. 2 (September 1, 1995), https://doi.org/10.1016/0004-3702(94)00041-X.

[16] Qin and Karabacak, "The Analysis of Toulmin Elements in Chinese EFL University Argumentative Writing."

The existing body of literature is insufficient to investigate how Asian students and educators use the components and frameworks of the Toulmin Model in the creation of EFL academic papers. Furthermore, there is a dearth of scholarly research on gender-based differences in the argumentative writing techniques used by Korean and Indonesian EFL students. There is a lack of empirical studies on the potential impact of gender regarding the strength of the arguments made patterns among EFL students using the Toulmin Model, despite existing research on language and communication variations. This study's goal is to determine whether the Toulmin Model is effective at raising the standard of argumentative writing produced by a particular cohort of students, as measured by the Tool for Argumentative Writing Assessment (TAP). The goal of this study is to fill in the gaps in the existing body of literature and provide fresh perspectives on how to improve the ability of non-native English-speaking students in Asia to write persuasively.

The results of this study may not be generalizable to other populations or contexts because it only includes Indonesian and Korean EFL students who wrote argumentative essays on the subject of "no smoking." Since there were only five men and five women in the sample for each country, the results might not be generalizable. The B1 2 (B1 high) level of the four CEFR-linked proficiency bands may make it difficult for EFL students to fully implement the Toulmin paradigm. The main focus of this investigation is the Toulmin model by Qin and Karabacak,[17] and its impact on argument structures as described by Erduran et al.[18] The Toulmin model provides a structured process for analyzing and developing arguments, including an evaluation of the argument's effectiveness and identification of areas for improvement. Furthermore, I will reach different conclusions as a result of possible discrepancies in interpreting and coding the essays due to the subjective nature of identifying and categorizing argument structures in essays.

RESEARCH METHODS

Setting and Participants

Both vocational senior high schools from Korea and Indonesia are where the intervention is carried out. According to the principal's assessment, the school is average in terms of scholastic ability. The schools with average-ability students were purposefully chosen so that any positive study results could be interpreted as representing the capability as regular subject student's population as a whole at the level. From the first grade, students in Indonesia begin learning English as a regular subject (five 45-minute lessons per week). Students in Korea begin learning English as a regular subject (eight 35-minute lessons per week) in the first grade of Senior High

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[17] Qin and Karabacak.

[18] Sibel Erduran, Shirley Simon, and Jonathan Osborne, "TAPping into Argumentation: Developments in the Application of Toulmin's Argument Pattern for Studying Science Discourse," *Science Education* 88, no. 6 (November 2004), https://doi.org/10.1002/sce.20012.

School. The participants of this study are 20 students: 10 students from Indonesia; 5 males and 5 females, dan 10 Korean students; 5 males and 5 females.

Table 1. Male and Female Participant

Female Participants	Major/Occupation	Academic genre
F-W_IDN_SMK0_009_B1_2	Information Technology	Sciences & Technology
F-W_IDN_SMK0_020_B1_2	Accounting	Social Sciences
F-W_IDN_SMK0_034_B1_2	Engineering	Sciences & Technology
F-W_IDN_SMK0_035_B1_2	Linguistics	Humanities
F-W_IDN_SMK0_090_B1_2	English	Humanities

Male Participants	Major/Occupation	Academic genre
W_IDN_SMK0_168_B1_2	Information Technology	Sciences & Technology
W_IDN_SMK0_192_B1_2	Management	Social Sciences
W_IDN_SMK0_196_B1_2	Engineering	Sciences & Technology
W_IDN_SMK0_100_B1_2	Management	Social Sciences
W_IDN_SMK0_027_B1_2	Informatics	Sciences & Technology

Female Participants	Major/Occupation	Academic genre
F-W_KOR_SMK0_030_B1_2	Military	Sciences & Technology
F-W_KOR_SMK0_035_B1_2	English	Humanities
F-W_KOR_SMK0_087_B1_2	Education	Humanities
F-W_KOR_SMK0_096_B1_2	Education	Humanities
F-W_KOR_SMK0_299_B1_2	Chemistry	Sciences & Technology

Male Participants	Major/Occupation	Academic genre
W_KOR_SMK0_024_B1_2	Business	Social Sciences
W_KOR_SMK0_080_B1_2	English	Humanities
W_KOR_SMK0_012_B1_2	Military	Sciences & Technology
W_KOR_SMK0_037_B1_2	English	Humanities
W_KOR_SMK0_052_B1_2	Education	Humanities

Two schools are involved in the intervention: a vocational senior high school in Korea and one in Indonesia. According to the principal's assessment, the school is average in terms of scholastic ability. The schools with average-ability students were purposefully chosen so that any positive study results could be interpreted as representing the capability as regular student's population as a whole at the level. From the first grade, students in Indonesia begin learning English as a regular class subject (five 45-minute lessons per week). Students in Korea begin learning English as a regular subject (eight 35-minute lessons per week) in the first grade of Senior High School.

By looking at the alphanumeric sequence that comes right after the alphabetic characters "SMK," it is possible to determine the participant's numerical identification number. The proficiency level denoted as "B1 2" is identified by the guidelines outlined in the Common European Framework of Reference for Languages (CEFR). The following text is an example of the participant's code as it might be perceived by a reader. The tobacco consumption composition was written by a Korean student identified as #001, who has a CEFR proficiency level of B1

advanced. W KOR SMK0 024 B1 2. According to the data, there are 5 respondents from Indonesia and 5 female respondents from Korea in this occasion. Ten people who identify as male or female in Indonesia and Korea generally come from distinct intellectual and cultural traditions that are not interchangeable.

Source of Data

The EFL Learners Writing Corpus: ICNALE, available at https://language.sakura.ne.jp/icnale/, as well as the writings of EFL learners from Korea (KOR) and Indonesia (IDN) are the study's sources of data. These learners were asked to write an essay with several paragraphs. "Non-smoking" became the topic of an argumentative essay.

Table 2. The six Toulmin components defined.[19]

Elements	Definition
Claim	A statement made in reaction to a controversial subject or issue.
Data	Empirical data or factual information that substantiates a statement. The phenomenon in question can be evident in various manners and may include additional items beyond those explicitly mentioned to factual information, statistical data, personal anecdotes, empirical research findings, authoritative viewpoints, definitional statements, comparative analogies, and logically coherent justifications.
Counterargument claim	The writer's claim may face potential challenges from opposing perspectives, which may also be substantiated by empirical evidence (Nemeth & Kormos, 2001).
Counterargument data	Empirical data or scholarly sources that provide support for an opposing viewpoint.
Rebuttal claim	According to Ramage and Bean (1999), writers may address counter-arguments by identifying potential weaknesses in the opposing claim, data, or warrant. The argument may have a logical fallacy, inadequate backing, incorrect assumptions, or unethical attitudes.
Rebuttal data	Empirical data or factual information that can be used to counter an opposing argument.

A powerful argument is comprised of several components. The claim, which serves as the focal point of the argument, is specific, concise, and open to criticism. Statistics, anecdotes, expert quotes, and other types of evidence back up the claim. Opposing arguments, also known as counterarguments, acknowledge and prepare for potential challenges to the initial assertion. As in a counterargument, supporting the opposing side with evidence demonstrates objectivity and intellectual honesty.

A "rebuttal claim" is one that strategically refutes a counterargument claim by highlighting its flaws and inconsistencies or by presenting counterarguments to the claim. A rebuttal assertion must be supported by evidence, such as counterevidence, logical reasoning, or illustrated examples. Debaters can use these elements to demonstrate their intellectual prowess and construct a well-rounded, convincing argument.

Table 3. Analytical Methods and Frameworks for Evaluating Argumentation Quality.[20]

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[19] Qin and Karabacak, "The Analysis of Toulmin Elements in Chinese EFL University Argumentative Writing."

Level	Description
Level 1	The argumentation is characterized by a basic structure of a singular claim pitted against either a counterclaim or another claim.
Level 2	Arguments that pit one claim against another and are backed by evidence (statistics, warrants, etc.) are indicative of level 2 argumentation. It is worth noting, however, that there are no rebuttals to these claims in the arguments presented.
Level 3	At Level 3 of argumentation, one typically encounters a sequence of claims and counterclaims that are supported by data, warrants, or backings, occasionally accompanied by a weak rebuttal.
Level 4	At Level 4 of argumentation, the arguments presented entail a claim that is accompanied by a distinct and readily identifiable rebuttal. This line of reasoning may encompass multiple assertions and opposing viewpoints.
Level 5	The argumentation at Level 5 is characterized by an elaborate presentation of the argument, which includes multiple rebuttals.

Arguments presented at the primary level may lack persuasiveness, contain contradictions, or be influenced by personal prejudices. Level 2 arguments have a higher degree of organization and evidential support, but they may still be prone to logical inconsistencies or inadequate warranting. At this point, the reasoning behind the argument is laid bare, with supporting evidence distributed evenly. Its efficacy and persuasiveness are amplified in the final phase by increased logical coherence, warrants, and support. Examining how an author handles counterarguments is one way to judge their abilities as an argumentative thinker and writer. It is difficult to refute the fifth-level discourse because its structure, warrants, and supporting evidence are so strong. Overall, the argument demonstrates excellent analytical and persuasive abilities.

Table 4. The CEFR Proficiency Bands.[21]

Levels	TOEIC	TOEFL PBT	TOEFL iBT	IELTS	STEP	TEPS	CET	VST
A2 (Waystage)	-545	-486	-56	3+	3+	----		-24
B1_1 (Threshold; Lower)	550+	487+	57+	4+	2+	417+	4+	25+
B1_2 'Threshold: Upper)	670+	527+	72+	4+	2+	513+	4+	36+
B2+ (Vantage or higher)	785+	567+	87+	5 (5.5) +	Pre1+	608+	6+	47+

The study will look at how the Toulmin model is used in different settings, such as Indonesia and Korea, by selecting participants with comparable levels of English proficiency. Participants in the study were chosen from a variety of academic disciplines and professional backgrounds, and they all had a comparable level of proficiency at B1 2 (B1 high). They were then divided into four proficiency bands based on the Common European Framework of Reference for Languages (CEFR). Its purpose is to assess the participants' initial comprehension and utilization of argument structures, as well as their levels of argumentation.

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[20] Erduran, Simon, and Osborne, "TAPping into Argumentation."
[21] Shin'ichiro Ishikawa, "ICNALE: The International Corpus Network of Asian Learners of English," 2023, https://language.sakura.ne.jp/icnale/.

Data Collection and Analysis

This study's data was gathered from Indonesian and Korean vocational high school students who wrote an argumentative essay. The data consists of approximately 20 argumentative essay texts. The collected data is analyzed using the Toulmin Argument rubric. The Toulmin rubric is composed of six elements in this study: Claim, Data, Counterargument Claim, Counterargument Data, Rebuttal Claim, and Rebuttal Data. The elements of argument structures that occur in the EFL learners' argumentative writing in ICNALE Corpus are analyzed using the (adapted) Toulmin model (1958, 2003). The following steps complete the analysis: Coding: Toulmin argument pattern (TAP) elements are used in the labels to code the data. The codings include TAP elements as well as some extra labels such as Background (Context), Claim, Data, Counterargument Claim, Counterargument Data, Rebuttal Claim, and Rebuttal Data.

Participants will learn the Toulmin model using a range of techniques, including workshops, educational materials, and interactive sessions that will be tailored to their particular levels of competency. Participants will be given essay prompts to formulate arguments based on the model, with prompts varying in level of argumentation. Each participant will write an argumentative essay in response to the prompt provided. The collected essays will be examined using a coding system based on the Toulmin model and the levels of argumentation framework. Multiple coders will be involved in the process to ensure consistency and reliability. The study employs quantitative analysis to compute frequencies, percentages, and statistical disparities in argument structures and levels of argumentation across genders and countries. The qualitative analysis method of the caliber, advantages, and limitations of the arguments presented is motivated by a desire for a deeper understanding.

By adding up the participants' scores on various criteria and then comparing those scores to established norms, the argumentative writings of participants are quantitatively analyzed. A qualitative analysis can be carried out by comparing the argumentative essay to a predetermined list of standards known as a rubric. The evaluation process takes into account readability, internal coherence, language use, rhetorical devices, and more.[22] The extent to which various student groups from the two countries use an argumentative format is examined in the essay samples. The distribution of argumentation components is the only way to determine whether or not male and female students differ. Descriptive statistics may assume a high-level indication of the facts and an overview of the structure of the argument in academic writing. By employing these strategies, academics can develop a more thorough understanding of the argumentative frameworks that already exist, achieving the investigation's main goals in the process.

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[22] H. Kang, *A Study on Digital-Based Argumentative Writing in English of South Korean University Students*, Dissertation (UK: University College London, 2022).

RESULTS AND DISCUSSION

Findings

This section consists of a description of the results of the data analysis and the discussion about the results.

Table 5. Cumulative Frequency Distribution of TAP Elements for Indonesian Female Participants

Female Participants	CLAIM	DATA	COUNTERARG CLAIM	COUNTERARG DATA	REBUTTAL CLAIM	REBUTTAL DATA	LEVEL
F-W_IDN_SMK0_009_B1_2	4	7	2	1	2	2	6
F-W_IDN_SMK0_020_B1_2	3	7	4	4	0	0	2
F-W_IDN_SMK0_034_B1_2	2	6	2	2	1	4	4
F-W_IDN_SMK0_035_B1_2	1	10	1	0	0	0	1
F-W_IDN_SMK0_090_B1_2	1	10	1	1	1	3	5
TOTAL/AVERAGE							18/5=**3, 6**

The tabulated data shows that participants "009" and "020" have an equal amount of data, or seven data points, as well as a significant number of claims, each with three claims. In contrast to participant "090," participant "009" displays a more even distribution of the elements, enabling them to reach level 5 in the argumentation quality. This is because the former presents a lengthy argument with numerous rebuttals. Participant "020" has not countered with any arguments. Because of this, Participant "020"'s arguments have a level 2 quality rating. Participant '035' presents arguments that contain a straightforward assertion and a counterclaim but lacks rebuttals, earning them a level 1 rating for the quality of the arguments they made.

Table 6. Quality of Argumentation of Indonesian Female Participants

Participants	LEVEL
F-W_IDN_SMK0_009_B1_2	5
F-W_IDN_SMK0_020_B1_2	3
F-W_IDN_SMK0_034_B1_2	4
F-W_IDN_SMK0_035_B1_2	1
F-W_IDN_SMK0_090_B1_2	5

Table 7. Cumulative Frequency Distribution of TAP Elements for Indonesian Male Participants

Male Participants	CLAIM	DATA	COUNTERARG CLAIM	COUNTERARG DATA	REBUTTAL CLAIM	REBUTTAL DATA	LEVEL
W_IDN_SMK0_168_B1_2	2	1	1	1	1	4	4
W_IDN_SMK0_192_B1_2	1	5	1	4	1	2	3
W_IDN_SMK0_196_B1_2	3	7	2	3	1	2	5
W_IDN_SMK0_100_B1_2	2	3	1	2	1	2	4
W_IDN_SMK0_027_B1_2	3	7	1	1	0	0	2
TOTAL/AVERAGE							18/5=**3, 6**

The table shows that only participant '027' did not engage in rebuttal, earning level 2 in terms of how convincing the arguments were. I've found three participants among this group of male Indonesian participants who made arguments that effectively refuted a claim with a recognizable rebuttal. An argument consists of multiple claims and counterclaims presented by a single participant, supported by data, and occasionally accompanied by weak rebuttals. When it comes to the level of excellence in the arguments put forth, such an argument can be categorized as level 3.

Table 8. Quality of Argumentation of Indonesian Male Participants

Participants	LEVEL
W_IDN_SMK0_168_B1_2	4
W_IDN_SMK0_192_B1_2	3
W_IDN_SMK0_196_B1_2	3
W_IDN_SMK0_100_B1_2	4
W_IDN_SMK0_027_B1_2	2

Table 9. Cumulative Frequency Distribution of TAP Elements for Korean Female Participants

Female Participants	CLAIM	DATA	COUNTERARG CLAIM	COUNTERARG DATA	REBUTTAL CLAIM	REBUTTAL DATA	LEVEL
F-W_KOR_SMK0_030_B1_2	3	5	1	2	1	2	4
F-W_KOR_SMK0_035_B1_2	2	9	0	0	0	0	2
F-W_KOR_SMK0_087_B1_2	3	4	1	5	0	0	2
F-W_KOR_SMK0_096_B1_2	1	5	2	4	1	4	4
F-W_KOR_SMK0_299_B1_2	2	8	1	1	0	0	2
TOTAL/AVERAGE							14/5= **2.8**

Each participant in this table has a significant number of claims and data. The only participant with a single claim that includes five data points is participant "096," while the other participants all have multiple claims that include between four and nine data points. Participants "035," "087," and "299" had a lot of data, but they didn't provide any rebuttal arguments or supporting evidence. Because of this, their arguments are only of the second-lowest quality. Contributor 096's arguments have every characteristic of the Toulmin model, including a distinct claim and a clear refutation. Despite having the necessary information, participant '030's counter is not effective. Person's reasoning is at third highest level, involving claims, counterclaims, evidence, and rebuttals.

Table 10. Quality of Argumentation of Korean Female Participants

Participants	LEVEL
F-W_KOR_SMK0_030_B1_2	3
F-W_KOR_SMK0_035_B1_2	3
F-W_KOR_SMK0_087_B1_2	2
F-W_KOR_SMK0_096_B1_2	4
F-W_KOR_SMK0_299_B1_2	2

Table 11. Cumulative Frequency Distribution of TAP Elements for Korean Male Participants

Male Participants	CLAIM	DATA	COUNTERARGCLAIM	COUNTERARG DATA	REBUTTAL CLAIM	REBUTTAL DATA	LEVEL
W_KOR_SMK0_024_B1_2	5	9	1	2	0	0	3
W_KOR_SMK0_080_B1_2	4	2	1	7	1	0	3
W_KOR_SMK0_012_B1_2	2	8	1	4	0	0	2
W_KOR_SMK0_037_B1_2	2	6	2	9	1	3	4
W_KOR_SMK0_052_B1_2	3	13	0	0	0	0	2
TOTAL/AVERAGE							14/5 =2,8

Despite missing rebuttal claims and rebuttal data, participants '024' and '012' have enough knowledge of the claim, the counterargument claim, and the counterargument data to make accurate judgments. The only participant with an argument that includes a claim and a distinct, classifiable rebuttal is participant "037." There are numerous claims and counterclaims presented in the argument. The participant known as "080" has presented an argumentative discourse made up of a series of assertions and denials supported by evidence, albeit with infrequent flimsy refutations. He lacks evidence to refute it.

Table 12. Quality of Argumentation of Korean Male Participants

Participants	LEVEL
W_KOR_SMK0_024_B1_2	3
W_KOR_SMK0_080_B1_2	3
W_KOR_SMK0_012_B1_2	2
W_KOR_SMK0_037_B1_2	4
W_KOR_SMK0_052_B1_2	2

Discussion

All of the arguments are supported by significant and substantial evidence, which make the claims made in the arguments clear and concise and effectively communicates the argument's main point or position. The arguments are also well-supported. The fragments of evidence, which show that the argument has a strong foundation, may be facts, statistics, examples, or professional opinions. The majority of the essays written by Indonesian female participants have a cogent structure with compelling arguments and a logical structure with very well elements. Due to the fact that they had no rebuttals at all, two female participants did not effectively follow the

Toulmin model. It was discovered among Indonesian female participants, there were no counterarguments by acknowledging opposing viewpoints and offering well-reasoned rebuttals. Respondents who are all Indonesian men present counterarguments.

As evidenced overwhelming majority of such compositions, the essays written by female participants in Korea exhibit a logical structure that is supported by convincing reasoning and contains interrelated elements. However, it should be noted that three of the participants did not follow the Toulmin model by skipping rebuttals. Based on the findings, every male participant from Korea who took part in the study provided a refutation of the proposition. It is noteworthy that none of the three male participants offered any empirical evidence to refuse the assertions made by their oppositions.

It can be concluded that the performance of Indonesian participants, regardless of gender, outperformed that of their Korean counterparts, regardless of gender. According to the aforementioned finding, EFL students in Indonesia are more accepting of English than their Korean counterparts are. The aforementioned results suggest that the Korean participants had a greater level of understanding of the justifications for the ban on smoking in public places. The current observation suggests that the cultural background of each individual nation has an impact on how the Toulmin model's components are used. A nationwide smoking ban and subsequent compliance by citizens would eliminate the possibility of divisive discussions or claims because people would not have the chance to voice these opinions. It is clear that gender has little to no influence on the formulation of this argument against smoking. Because of this, it can be difficult to understand gender-based disparities in language within this framework because perspectives from men and women are equally valid as long as they coexist within the same societal structure.

Pedagogical Implications

The use of Toulmin's model argument structures in the argumentative essays of Indonesian and Korean EFL students emphasizes the importance of clear instruction, the development of critical thinking, the giving of targeted feedback, the use of authentic writing assignments, and the consideration of gender differences. By giving students detailed instruction on specific Toulmin Model components, teachers can assist students in creating more logical and persuasive arguments. With helpful criticism on the strength of their arguments, students can improve their argument writing. Research papers, argumentative essays, and opinion pieces are a few examples of authentic writing assignments that give students the chance to apply their knowledge to real-world situations and hone their argumentative writing skills.

CONCLUSION

The Toulmin Model's applicability in examining the argumentative compositions of male and female participants from Korea and Indonesia. This makes it possible to comprehend writers' arguments more thoroughly, regardless of their professional backgrounds. The argument structure element has the potential to improve English language learners' understanding of arguments. While taking into account the cultural norms of the participating nations, it can also provide insightful analysis into the advantages and disadvantages of the assertions made.

By analyzing the plausibility, argumentation, significance, validity, and coherence of logical reasoning, TAP evaluates argumentative writing. According to the results, Indonesian are more than Korean arguments. Participants from Indonesia made a variety of claims and denials, each with supporting details and arguments. In contrast, Korean people frequently present their arguments by juxtaposing two claims, one of which is frequently supported by empirical evidence but the other is devoid of pervasive disputes.

The findings show that, regardless of gender, differences in language proficiency between men and women do not significantly affect how subsequent arguments develop. The aforementioned claim could be used as evidence for the hypothesis that gender differences in language proficiency do not significantly affect how argumentative essays are written. Significant theoretical and practical ramifications for teaching argumentative skills in EFL contexts can be drawn from the study's findings. Understanding the components that make up an argument's framework has the potential to improve pedagogical approaches that place a high value on direct instruction and the development of critical reasoning abilities. The evaluation of the quality of argumentative writing serves as a benchmark for the creation of real-world writing assignments and the delivery of focused feedback. The findings present fresh viewpoints on gender disparities, advancing equitable opportunities and helping to customize support for each student. Overall, the study being presented here represents a significant development in the field of writings in Asian EFL settings.

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