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## AN ANALYSIS OF INDONESIAN & JAPANESE EFL LEARNERS' ARGUMENTATIVE WRITING: BELOW TOULMIN'S MODEL

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### Abstract

Received: 07 Februari 2026  
Revised: 24 Maret 2026  
Accepted: 01 April 2026

In a globalized academic context, writing is a crucial yet complex skill that reflects learners' ability to express and develop ideas effectively. However, EFL learners often face difficulties in argumentative writing due to limited linguistic competence, weak idea organization, and insufficient higher-order thinking skills. Although previous studies have applied Toulmin's model to analyze argumentative elements, most have focused on single contexts. Addressing this gap, the present study compares argumentative essays written by male and female EFL learners from two countries by examining argumentative structure, assessing argumentative quality, and exploring gender-based differences. This corpus-based study analyzed 20 argumentative essays selected from the International Corpus Network of Asian Learners of English (ICNALE), consisting of 10 Indonesian and 10 Japanese students' writings with equal gender representation. Six Toulmin elements: Claim, Data, Counterargument, Counterargument Data, Rebuttal, and Rebuttal Data were analyzed, and argument quality was evaluated using Erduran et al., five-level framework. The findings reveal that Claims and Data were the most frequently used elements, while Counterarguments and Rebuttals occurred infrequently. Indonesian students tended to rely on repeated claims supported by personal experiences and logical reasoning, whereas Japanese students demonstrated slightly higher argumentative quality. Gender differences were minimal, although female students used more Claims and Data, while male students employed more counterargument- and rebuttal-related elements. Overall, the findings indicate a need to enhance EFL students' argumentative writing skills, particularly in developing counterarguments and rebuttals.

**Keywords:** Argumentative Writing; Toulmin Model; EFL Learners; Gender Differences

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**How to Cite:** Argina, A. W. & Prasetyo, I. A. (2026). AN ANALYSIS OF INDONESIAN & JAPANESE EFL LEARNERS' ARGUMENTATIVE WRITING: BELOW TOULMIN'S MODEL. *Research and Development Journal of Education*, 12(1), 385-398.

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### INTRODUCTION

A globalized world has brought humans to dynamic and complex language use and interaction (Bloemmaert, 2013). Some scholars, including Li & Razali (2019), Sundari & Febriyanti (2021) and Yang (2022), argue that writing skill is more complex than other skills, as it could reflect learners' ability to produce language to explore and express their thought and feelings either in their first or additional language. Li & Razali (2019) stress that writing is fundamental in supporting the education system, especially in scholarly communication and academic purposes. Yet, according to Ka-kan-dee (2015), language learners, especially EFL learners, highly consider writing the most challenging skill to

acquire as writing demands linguistic knowledge, a bank of lexicons and syntactic structures, and the ability to measure and execute cohesion. Studies revealed that students encountered challenges in writing a good essay for the difficulty in organizing ideas and misapplying the cohesive features (Rahayu & Cahyono (2015), especially in writing argumentative essays as it needs the writer's ability to use their high-order thinking skills (Osman & Januin, 2021). EFL students with a high level of study should learn how to express their arguments through good essays, critically convey their ideas and justification, and evaluate and respond to others' arguments appropriately and cohesively (Donghong, 2020).

Nevertheless, studies have indicated that many students experience difficulties in constructing and evaluating arguments, reflecting challenges in developing higher-order thinking skills (Kuhn, 2019). Therefore, in the Teaching as a Foreign Language (TEFL) context, writing English argumentative essays has been considered the most significant challenge (Yang, 2022), especially in Expanding Circle Countries (Kachru, 1990), where English is used as a foreign language, including Indonesia and Japan. This condition is further discussed in recent perspectives on World Englishes and English as a Lingua Franca (Bolton & Jenks, 2022).

In English language learning, an English argumentative essay presents a controversial and conflicting issue requiring the writer's position by providing solid evidence to assure the readers to accept the standpoint as the right central proposition (Liu & Stapleton, 2020; Scheneer, 2012). According to Toulmin (2003) and Scheneer (2012), the purposes of an argumentative essay include: 1) to floor the writer's standpoint; 2) to explain, reason, define, and illustrate the standpoint; and 3) to assure the reader that the standpoint is solid, conclusive, and valid. Scheneer (2014) propose that an argumentative essay should cover a minimum of 3 elements: a thesis statement, an argument, and a conclusion. In addition, the inclusion of counterarguments and rebuttals is essential, as addressing opposing views strengthens the overall argument (Liu & Stapleton, 2020).

Before 1958, scholars and academicians experienced difficulties improving argumentation construction (Yang, 2022). To respond to this complexity, Stephen E. Toulmin proposed a widely known model of argumentation, which has since been widely used to investigate, explain, and develop argumentation in various discourses, including written texts. Although initially developed in legal discourse, this model has been applied across disciplines, including linguistics, particularly to analyze argumentative genre and structure in written discourse. Toulmin's model (2003) conceptualizes argumentation as a method of practical reasoning that illustrates how writers construct claims supported by data through logical links such as because, so, and unless, revealing the strengths and limitations of arguments more effectively than traditional syllogistic reasoning. This framework has been shown to benefit areas such as legal reasoning and validation practices in educational measurement (Kane, 2016) as well as language assessment (Bachman & Palmer, 2010). As the model has continued to develop in contemporary research on argumentation and second language writing, it has been widely applied to analyze the structure and quality of students' arguments (Yang, 2022). It incorporates six key components; Claim, Data, Counterargument, Counterargument Data, Rebuttal, and Rebuttal Data, which enable a more comprehensive understanding of argument meaning. These elements are essential for constructing effective and persuasive arguments and can be used to examine academic texts as well as to guide students in producing well-structured argumentative essays (Hyland, 2019; Hinkel, 2020). Accordingly, this study adopts Toulmin's model to analyze the argumentative writing patterns of EFL students.

Up to the present day, a considerable number of studies have investigated students' argumentative essays using various analytical lenses, such as argumentative structure and

organization patterns (Miller & Pessoa (2016), rhetorical devices (Yang & Sun, 2012), lexical features (Kanestion et al., 2016), as well as the Toulmin model (Dawson & Carson, 2016; Liu & Stapleton, 2020; Osman & Januin, 2021; Zhang, 2018). In the Indonesian context, similar studies have also been conducted (Jumiarti et al., 2021; Reddy & Pradita, 2022; Sundari & Febriyanti, 2021).

However, despite the growing body of research, several gaps remain unaddressed. First, most prior studies employing the Toulmin model have been limited to single-context investigations, focusing on learners from one institution or one country, which restricts cross-contextual understanding of argumentative writing practices. Second, while argumentation is closely related to cognitive and linguistic variation, comparative studies across different national contexts particularly within Expanding Circle countries are still scarce. Third, although gender has long been discussed in language use (Lakoff, 1975), very limited studies have integrated gender perspectives into the analysis of argumentative essay structures using the Toulmin framework, especially in EFL contexts.

Addressing these gaps, this study offers a twofold contribution. Empirically, it compares EFL learners' argumentative essays across two different countries, providing a broader cross-cultural perspective on how argumentation is constructed. Analytically, it integrates gender as a variable within Toulmin-based analysis, offering a more nuanced understanding of how male and female learners differ or resemble each other in constructing arguments. This combined approach is expected to enrich the existing literature by extending Toulmin-based studies beyond single contexts and by incorporating a sociolinguistic dimension into argumentation analysis. Thus, this study was developed to answer these formulated research questions:

1. What are the structures of argumentative essays occurring in EFL learners' argumentative essays based on the Toulmin's model of analysis?
2. What is the quality of the EFL learners' argumentative essay based on the Toulmin model?
3. Do female and male EFL learners have similar or different structures of argumentative essays on Toulmin's model of analysis.

## **METHODS**

This corpus-based study analyzed EFL students' argumentative essays drawn from the International Corpus Network of Asian Learners of English (ICNALE), which provides written data produced by university students across Asia. A total of 20 argumentative essays were selected, consisting of 10 Indonesian and 10 Japanese EFL students' writings, with equal representation of male and female students. The essays were analyzed using Toulmin's (2003) model of argumentation, adapted from Qin & Karabacak (2010), focusing on six elements: Claim, Data, Counterargument, Counterargument Data, Rebuttal, and Rebuttal Data. Each essay was examined to identify and count the occurrence of these elements, and cumulative frequency distribution was used to describe their distribution. To evaluate argumentative quality, the essays were categorized using Erduran et al. (2004) framework, which classifies arguments into five levels based on structural complexity. Finally, differences in argumentative structure and quality between male and female EFL learners were examined through descriptive comparison, and all findings were presented descriptively.

**Theoretical Framework**

This study analyzed the argumentation structure using the Toulmin models (2003) to answer research question one. The six elements of the Toulmin model are analysed and presented in Table 1 below.

**Table 1.**  
 Toulmin Argument Elements

Element	Definition
Claim	A claim made in reaction to a sensitive issue or topic. Its purpose is to sum up the speaker's position or point. It should be concise, clear, and precise.
Data	Data include the evidence to back up a claim. Data could be presented in the form of facts, data, stories, anecdotes, studies, expert opinions, definitions, comparisons, and logical explanations.
Counterargument	The counterargument is potential opposing perspectives or arguments that could question the writer's claim. Counterarguments can be supported by data
Counterargument Data	The evidence, research, statistics, expert opinions, logical explanation, and other data that support the counterargument claim
Rebuttal	Statements expressed by the writer to respond to a counterargument by stressing the potential weakness of the claim, data or warrant, including logical fallacies, inadequate support, unreliable assumption, and immoral values (Ramage and Bean, 1999)
Rebuttal Data	The evidence, research, statistics, expert opinions, logical explanation, and other data support rebuttal.

After analysing the elements of argumentation structure, this study analyzed the quality of the students' writing using the framework of quality of the argumentation structure proposed by Erduran et al. (2004). According to them, the quality of argument construction is categorized into five levels (See table 2).

**Table 2.**  
 Analytical framework for quality of argumentation analysis

Criteria	Category
The writing covers arguments that are a simple claim with a counterclaim (a claim vs a claim)	Level 1
The writing consists of arguments with a claim completed with data, warrants, or backings, but it does not provide any rebuttals	Level 2
Arguments with a set of claims or counterarguments with either data, warrants or backings with a weak rebuttal develop the writing.	Level 3
The writing has arguments with a claim with a readily recognized response. Such an argument may include multiple claims and counterarguments.	Level 4
The writing has an extended argument with more than one Rebuttal	Level 5

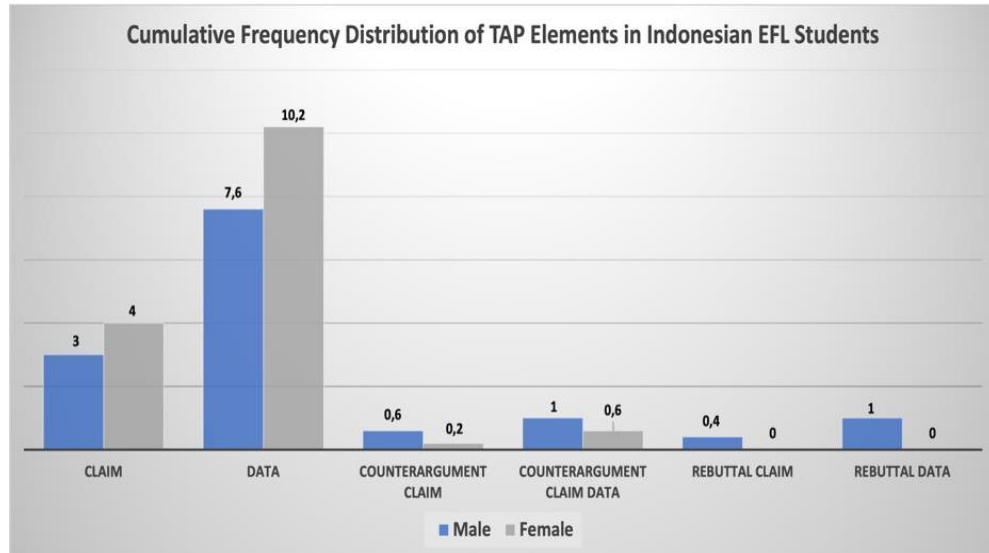
**RESULTS & DISCUSSION**

**Results**

**The Structure of EFL Students' Argumentative Essay**

Based on the data analysed regarding the elements of students' argumentative essays based on the Toulmin model (2003), this study presents the result descriptively. As

illustrated in Pictures 1 and 2, the six elements of argumentative writing appeared in Indonesian and Japanese students' writing but not all essays included the six elements wholly.



**Picture 1 .**

Cumulative frequency of the distribution of TAP in Indonesian EFL students

As observed in Picture 1, the frequency of the use of each element is different. On average, the most frequently used element in Indonesian students' writing is Data and Claim. This trend appeared in both Male and Female students' writing. The average use of Data and Claim in Male EFL students of Indonesian were 3 and 7.6, respectively. For female students, the average use of Data and Claim in their writing were 4 and 10.2. It shows that at least three (3) Claims were found in each essay written by each student. However, a significant difference in use was identified compared to the other elements. For the Counterargument Claim, the average use in Indonesian Male and Female EFL students was 0.6 and 0.2, respectively. Most of the claims were presented in the beginning by copying the motion (see sample below).

*Smoking should be banned at all restaurants in the country. (F-009)*

*Smoking should not be banned in restaurants in a country. (F-113)*

*Smoking should be completely banned in restaurants at all the country (024)*

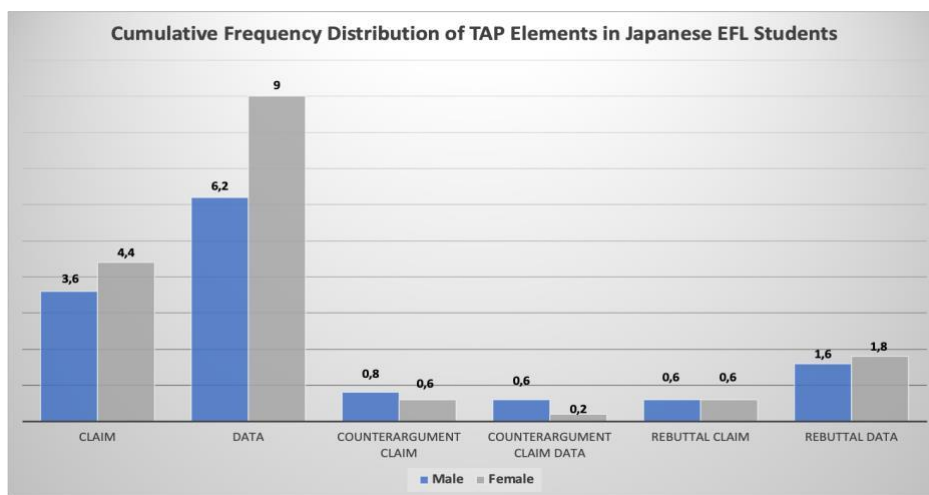
*Smoking should be banned at all restaurant in the country (M-194)*

*Smoking must be completely banned at all the restaurants in the country (M-192)*

Meanwhile, most of the data were presented in the form of experience, logical analysis and anecdote (See the sample below)

because a passive smoker will got a bigger chance to got disease.
In a restaurant, we usually find a smoker and they just sitting in the room with their smoke filling that room.
Many people in that room are passive smoker and in this situation an active smoker just one person while the passive smoker are many person.

Yet, the writers tried to provide more Counterargument Data in their writing compared to the Counterargument Claim indicated by 1 and 0.6 average of use in male and female students' writing, respectively. This trend also appears in the elements of Rebuttal Claim and Rebuttal Data. These elements were only found in male writings, and they tended to put more rebuttal data to support their rebuttal claim. It is indicated by the average use of Rebuttal Claim and Rebuttal Data, namely 0.4 and 1 respectively. Thus, compared with the emergence of Data and Claim; the other elements including Counterarguments, Counterarguments Data, Rebuttal and Rebuttal Data were less frequently used in the argumentative essay.



**Picture 2.**

Cumulative Frequency of the Distribution of TAP elements in Japanese EFL Students

For Japanese students' writings, as presented in Picture 2, similar to Indonesian students, the most frequently emerged elements were Data and Claim, male and female students' essays. It is confirmed by the average use of Data and Claim in Male students' writing was 6.2 for Data and 3.6 for Claim. While in Female students' writing, the average use of Data and Claim were 9 and 4.4. This finding shows there were at least 3 Claims in Male students' writing and four Claims in Female students' writing, supported by at least 9 Data in each Male student's writing and 6 Data in each Female student's essay. Similar to Indonesian students' writing, several Claims were mostly presented by reconstruct the motion provided (see samples below).

*I think smoking should be banned at all the restaurants. (F-25)*

*I'm agree with the opinion that all the restaurants in the country should put ban on smoking in the stores. (F-056)*

*I agree the idea which smoking should be completely banned at all the restaurants in the country. (F-309)*

*I don't agree with the statement that smoking should be banned at all the restaurants in the country. (M-246)*

*So, restaurants should not ban smoking completely but ban smoking partly; make a smoking room and a nonsmoking room. (M-218)*

For the Data supporting Claim, similar to Indonesian EFL students' writing, most of them were provided in the form of logical analysis, anecdote, and experience (see the sample below).

Second, smoking has a bad influence not only for smokers but also for people who stay around smokers.
In stores, there are a lot of people such as children, infants, old people and so on.
So, if they breathe smoke, it really bad for their health and it also make people feel bad.
The other day, when I enjoyed having lunch with my friends, the man who had sat at the table next to ours started to smoke.
After that, we couldn't enjoy our lunch or talking because of his smoke.

The second frequently used elements were Rebuttal Data, indicated by the average use of 1.6 and 1.8 in Male and Female students' writing, respectively. These rebuttal data supported the similar average use of Rebuttal Claim by male and female students, namely

0.6. The data also shows that Male Japanese students in this study provided fewer Counterargument Data, namely 0.6 average of use to support their Counterargument Claim indicated by 0.8 average of use. However, although the Japanese female writers tried to provide the opposing point of view, only one writing was found to employ a reason to support her counterargument claim. Thus, similar to Indonesian students, Japanese students put more Data and Claim in their writing than other elements.

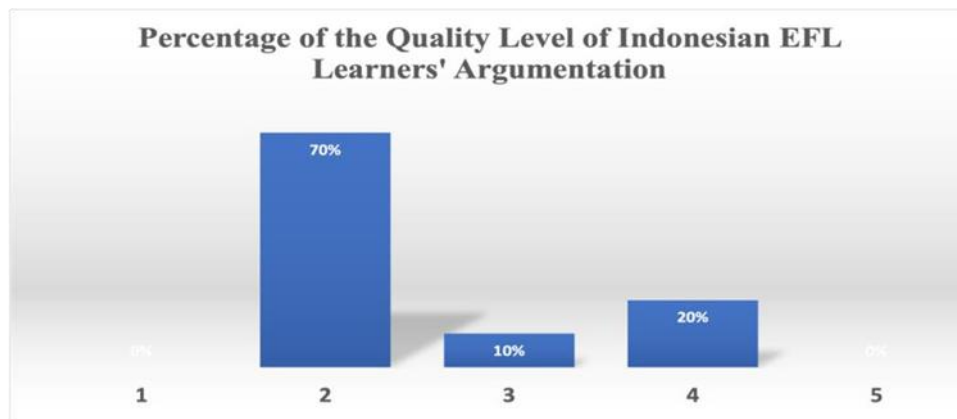
### The Quality of EFL Students' Argumentative Essay

To discover the quality of the EFL students' writing, the level of 20 essays was analyzed and categorized based on Erduran et al. (2004). The quality of the writings of Indonesian and Japanese students is presented as follows.

**Table 3.**

The quality of Indonesian EFL learners' argumentation (Toulmin, 2003)

Participant	Claim	Data	Counterargument Claim	Counterargument Data	Rebuttal Claim	Rebuttal Data	Level
W_IDN_SMK0_180	2	7	0	0	0	0	2
W_IDN_SMK0_184	3	12	0	0	0	0	2
W_IDN_SMK0_190	3	5	2	1	1	3	4
W_IDN_SMK0_192	4	5	1	4	1	2	4
W_IDN_SMK0_194	3	9	0	0	0	0	2
F_W_IDN_SMK0_009	6	11	0	0	0	0	2
F_W_IDN_SMK0_111	4	8	0	0	0	0	2
F_W_IDN_SMK0_113	3	13	1	3	0	0	3
F_W_IDN_SMK0_115	3	9	0	0	0	0	2
F_W_IDN_SMK0_024	4	10	0	0	0	0	2
AVERAGE	3.5	8.9	0.4	0.8	0.2	0.5	2.5



**Picture 3.**

The percentage of the quality level of Indonesian EFL learners

In Table 3, the average level of the quality of Indonesian EFL students was 2.5. Seven students (70% see Picture 3) were categorized into level 2 as they provided claims with data without any rebuttal. One participant (10%) was identified to be in level 3 as she provided claims supported by the data and poured the opposing argument into counterarguments and several counterargument data without a rebuttal. While two of the students' writings (20%) belonged to level 4 as they explored their arguments with several claims followed by the data, some counterarguments with the counterargument data and wrote a rebuttal with its rebuttal data. Thus, this finding shows the tendency of Indonesian EFL in this study to propose more claims and lack of opposition and refutation. This finding echoes Jumiarti et al. research finding (2021) that students could use all elements of the argumentation structure but lacked counterarguments and rebuttals.

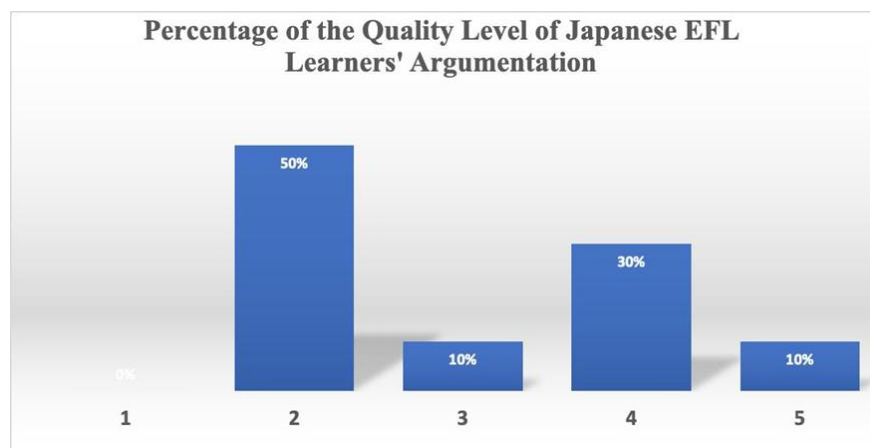
### The quality of Japanese EFL students' argumentative writings

**Table 4.**  
 The Quality of Japanese EFL Students' Argumentative Writings

Participants	Claim	Data	Counter argument Claim	Counter argument Data	Rebuttal Claim	Rebuttal Data	Level
W_JPN_SMK0_218	5	5	1	0	0	0	2
W_JPN_SMK0_219	2	0	1	2	1	6	4
W_JPN_SMK0_153	4	15	0	0	0	0	2
W_JPN_SMK0_246	4	6	1	0	1	0	3
W_JPN_SMK0_256	3	5	1	1	1	2	4
F_W_JPN_SMK0_025	6	5	1	0	1	3	4
F_W_JPN_SMK0_056	5	9	0	0	0	0	2
F_W_JPN_SMK0_309	3	9	0	0	0	0	2
F_W_JPN_SMK0_065	4	2	1	1	2	6	5
F_W_JPN_SMK0_168	4	20	0	0	0	0	2
AVERAGE	4.0	7.6	0.7	0.3	0.6	1.7	2.9

Table 3 and Picture 4 show that the average quality of Japanese EFL students' writing is 2.9. Five students' writing (50%) was at the level of quality 2. As we can see in Table 4, by referring to the framework of Erduran et al. (2004), the writing consisting of

Claims with Data without any Rebuttals could be categorized into Level 2. 50% of the essays analysed only provided Claims and Data without Rebuttal, so they were categorized into Level 2. Three writings were classified into quality three because they consisted of claims with counterarguments supported by the Data and Rebuttal. And three students' writing was categorized into quality level 4. It is because they could provide a series of arguments with Claims supported with Data, counterarguments followed by the Counterargument Data, and one Rebuttal with the Rebuttal Data. And another student's writing (10%) was identified as in Level 5 as he provided a series of arguments, Data, Counterarguments and Counterargument data, and more than one Rebuttal with the Rebuttal Data.



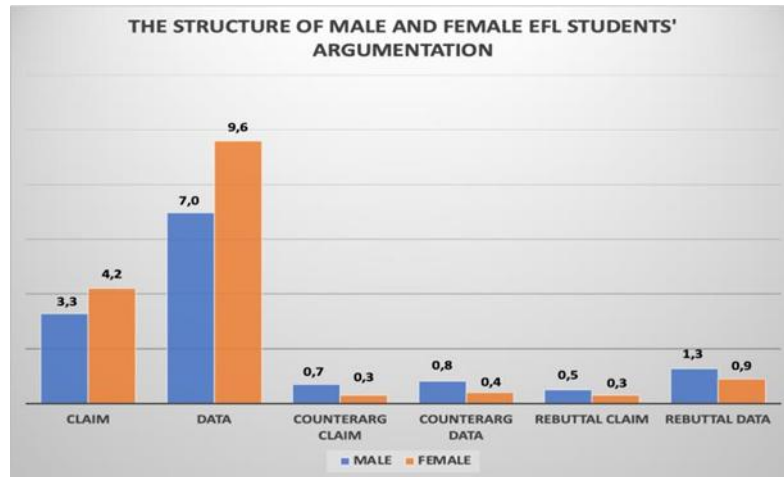
**Picture 4.**

The percentage of the quality level of Japan EFL learners

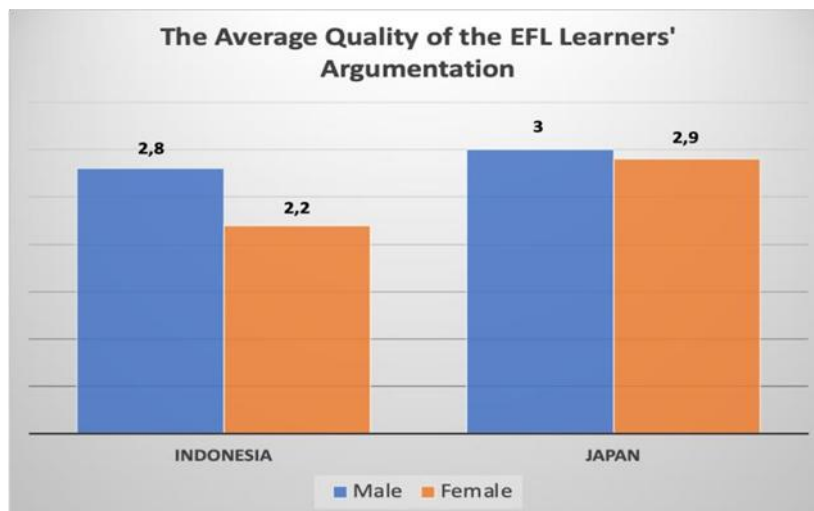
### **The Difference of Male and Female EFL Students' Argumentative Essay**

To explore the difference between Male and Female EFL students' argumentative writing, this study presents the findings related to the elements and the quality of the argumentation structure. In terms of the structure, as presented in Picture 5, all elements of the structure of argumentation were found in both Male and Female students' writing. However, the elements were not distributed in each student's writing. The six elements were identified in Male and Female students' writing with different distribution levels on average. The element of Data was found to be the most frequently used, yet, compared to Male students' writing, Female students' writing provided Data more frequently than Male students' did, namely 9.6 and 7.0, respectively (the difference value is 2.6). This trend was also found in the emergence of element Claim, which was found in higher frequency in Female students' writing (4.2) than in Male students' writing (3.3.). The difference value is 0.9. Different from Claim and Data, the frequency of the distribution of Counterargument, Counterargument Data, Rebuttal and Rebuttal Data was higher in Male students' writing than in Female students' writing. As pictured in Picture 5, Male students employed Counterarguments more frequently (0.7) than Female students (0.3), with a different value (0.4). Along with the Counterargument usage, Male students also provided Data to support their Counterargument Claim with a higher average value (0.8) than Female students (0.4). For the Rebuttal, the frequency was higher in Male students' writing than in Female students', namely 0.5 and 0.3. (The different value is 0.2). To strengthen the rebuttal Claim, Male students also used the Rebuttal data with a higher average value, 1.3, than Female students', namely 0.9 (The different value is 0.4). Thus, referring to the data, it can be concluded that Female students managed to use more Claims and data than Male

students; however, compared to Male students, Female students provided opposing arguments less frequently than Male students did.



**Picture 5.**  
 The structure of male and female EFL students' argumentation



**Picture 6.**  
 The average quality of the EFL learners' argumentation

In the context of the quality, Picture 6 presents the difference in the structure of argumentation quality in Male and Female students' writings. The quality categorization was analyzed using Erduran et al. (2004). As presented in the picture, it can be observed that Indonesian and Japanese Male students' average value of quality is higher than Female students. It is indicated by the average value of Male Indonesian students, namely 2.8, while Female Indonesian students' average level was 2.2 (the different value is 0.6). A similar finding was observed in Japanese students in which the average level of Japanese Male students' writing quality is higher by 0.1 than Female, 3 and 2.9, respectively. Compared to the Indonesian context, the level of quality between Japanese Male and Female students' writing was slightly different, namely 0.1, while Indonesian students' different value was 0.6. Thus, based on the findings based on gender, the results show a different distribution

of the use of the six elements between Male and Female students. The structure of argumentation is correlated with the context of the quality of argumentative writing.

### ***Discussion***

The findings revealed that the main elements in the students' argumentative essays were Claim and Data. Not all essays contained the elements of Counterargument, Counterargument Data, Rebuttal, and Rebuttal Data. This trend appeared in both Indonesian and Japanese EFL students' essays. This finding is relevant to Osman & Januin (2021), Jumiarti (2021), Sundari & Febriyanti (2021), and Zhang (2018). It indicates that the students' writings were lack of opposing argumentation represented in the element of counterarguments supported by the counterargument data (in line with Zhang, 2018).

Focusing on the Claim, all essays (Indonesian and Japanese students' essays) were observed to have at least one Claim. However, the Claim was not provided persuasively. Most of the writings were copied and pasted from the issue provided as the motion. This finding echoes Kaur (2015). In this case, students need to comprehend the argumentation strategy to persuade the readers in more convincing writing. Besides, most of the writings lacked counterarguments that opposed or against the Claim. It is essential to see a phenomenon from multiple perspectives, including opposing ones (Qin & Karabacak, 2010).

For the data, either the data to support the Claim, Counterargument Claim, or Rebuttal, it was found that the most frequently used type of data was logical analysis, explanation, anecdote, and experience. This finding is in line with what was revealed by Khadim et al. (2023), Sundari & Febriyanti (2021), and Zhang (2018). It can be concluded that, in general, although Japanese students' writings were statistically better in the level, the essays written by all students (Indonesian and Japanese students) need more opposing arguments and rebuttal to strengthen the argumentation. Toulmin (2003) states that counterargument is vital in constructing quality argumentation in spoken and written forms. It is because the counterarguments followed by rebuttal will make the argumentation more powerful, argumentative, and persuasive.

Another finding is most of the writings began with Claims. This finding echoes what Qin & Karabacak (2010) discovered: undergraduate students tend to put claims at the beginning of the essay. Toulmin (2003), that Claim is the writer's point that will firstly impress the readers to believe in the argumentation; therefore, the Claim was possibly also put by the writers in the beginning to maneuver their lack of providing counterarguments and rebuttal, so they tried to convince the readers from the beginning of the essay.

Providing Claims and Data in an argumentative essay is not as complex as including counterarguments and rebuttals (Jumiarti, 2021; Zhang, 2018). One might need a higher level of writing competence to construct complex sentences. Crammond (1988) provokes that expert writers mostly use the Toulmin model, and it might be challenging for the participants in this study to develop counterarguments in their writing. Zhang (2018) also added that the potential cause of the lack of students' counterarguments was that the students were not familiar with the argumentation pattern of the Toulmin model.

And they were unaware of the significance of presenting opposing ideas and the other (opposing) points of view in their argumentation to strengthen their Claims. Referring to Toulmin's (2003) theory, the quality of argumentation strongly relies on the use of counterarguments and rebuttals to provide multiple perspectives. Although the finding shows that the average quality of Indonesian and Japanese EFL students' writing was above 2.5, the writings were lack of counterarguments and rebuttals. The absence of counterarguments and rebuttals was found in most of the student's writing. This finding

supports previous research conducted by Jumiarti et al. (2021) that although students included the elements of the Toulmin model, the participants were lack of opposition.

Compared to Indonesian EFL learners, Japanese EFL students performed better quality of argumentation as some of them could present Counterarguments and Rebuttals. It can be identified from the average quality of the Japanese students, namely 2.95, while Indonesian students was 2.5.

In terms of the difference between Male and Female students, this study revealed a non-significant difference between the distribution of the elements of the Toulmin model in their argumentation. Female students tended to use more Data and Claims than Males did. Conversely, Male students were found to employ more Counterargument, Counterargument Data, Rebuttal, and Rebuttal Data. Thus, female students used more Claim and Data regarding the distribution of the elements of the Toulmin model. Still, Male students provided more opposing arguments to counter the Claims and rebuttals to rebut the counterarguments.

Although Male tended to construct better structure of the elements seen from the frequency of the distribution of the argumentation structures and higher average level of quality, this study concludes that the difference was not significant. This finding entails Bijami et al. (2013) study discovering that gender did not contribute significantly to determining students' writing quality. In contrast, this finding contrasts with studies conducted by Bataineh et al. (2018) and Almusharraf & Alotaibi (2020), uncovering the significant difference in Male and Female students' writing quality. Thus, to strengthen the findings, more statistical measurement with greater number of samples is highly called for.

## CONCLUSION

This study shows that EFL students' argumentative writing is still limited in constructing complete argumentation, particularly in presenting counterarguments and rebuttals. Although most students were able to provide basic elements such as claims and supporting data, the claims were often restatements of the given topic, and the supporting data relied largely on general reasoning and personal experience rather than strong evidence. This indicates that students have not yet developed more advanced argumentation skills.

The findings also reveal that students face difficulties in incorporating opposing perspectives, which are essential to strengthen their arguments. This suggests a lack of familiarity with more complex argumentative structures and limited awareness of the importance of addressing different viewpoints. In addition, no significant difference was found in the quality of argumentative writing between male and female students, although this result should be interpreted cautiously due to the limited sample size and the use of descriptive analysis.

Overall, this study highlights a gap between students' basic and advanced argumentative writing skills, particularly in developing well structured and balanced arguments. These findings imply that writing instruction should place greater emphasis on teaching complete argumentative structures and guiding students to construct counterarguments and rebuttals effectively. Teachers are encouraged to provide explicit instruction, structured practice, and continuous feedback to support students in developing more critical and evidence based writing. Furthermore, classroom activities should promote critical thinking and encourage students to consider multiple perspectives, while educational institutions should support learning environments that foster active writing practice and higher-order thinking skills.

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