Capturing The Unity Of Arguments In Indonesian Opinion Articles Based On Toulmin's Model

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Abstract:
An opinion article is one of the text genres that is found easily in mass media. However, in the realm of Indonesian instruction, this type of article is classified as difficult for students to produce. The literature study and interview results with four teachers show the difficulty of applying assessments in terms of text structure. This study examined how to capture the unity of argument in Indonesian opinion articles using Toulmin's argument model as an analytical tool. Toulmin's argument contains a Claim-Data-Warrant-Backing-Qualifier-Rebuttal (C-D-W-B-Q-R) pattern. The pattern is applied to analyze an opinion

article, it will capture the unity of the author's arguments that accommodate a particular direction (positive, negative, or neutral). Understanding the application of Toulmin's argument patterns in an opinion article can help Indonesian teachers in writing instruction, especially writing argumentative text genres. In this study, the researchers emphasized Toulmin's argument patterns, especially in the assessment component of discourse content.

Keywords: opinion article; text genre; unity of argument; discourse content; Toulmin's argument model.

1.   Introduction

Writing ability is one of the language skills (Grabe & Kaplan, 2014), it is unnaturally acquired (Grabe & Kaplan, 2014). Writing skills need to be culturally trained through learning at school or outside of school. The instruction of writing skills can be delivered by applying a genre-based approach (Beck & Jeffery, 2007). In Indonesia, a genre/text-based approach to teaching Indonesian has been implemented since the Curriculum 2013 revised version (Fatonah & Wiradharma, 2018). Text-based teaching for writing skills directs students more clearly in terms of understanding the text structure.

In basic competencies 4.10 and 4.11 of Curriculum 2013 for grade 12 of senior high school, there are assignments for students in the form of compiling article opinions and constructing an article by paying attention to facts and language. The task is the same as writing an article in a newspaper. Nusastri divided opinions into several types of writing, such as opinion articles, columns, essays, editorials, letters to readers, caricatures, and corner notes (Nusastri, 2019). Meanwhile, according to Hyland in Tomlinson (2013), journalistic material is a good source for expository texts and arguments. The choice of authentic text as a genre model is crucial. With the target text in the form of opinion articles, students are required to give opinions on various facts that become the topic of their writing (Tomlinson, 2013).

However, based on the interview results with teachers found that students need help producing a thesis. It is in line with Ferretti & Graham, who argued that compared to conveying arguments orally, putting arguments in written form is more difficult for individuals (Ferretti & Graham, 2019). Another thing that was revealed in the interviews with the teachers was that the teachers had problems in making assessments, especially in assessing discourse content. Their assessment tends to emphasize other components, such as spelling and punctuation or mechanical assessment.

This study examines the application of Toulmin's argument model, which is useful as an example of "reading" text in the form of opinion articles by the teacher when assessing students' writing, especially in discourse content as an effort to "catch" existing arguments. The application of Toulmin's argument model in previous research, especially on the writing topic, has been widely carried out. Several studies in the field of writing instruction were carried out by Qin (2010), Botley, Simon Philip; Hakim (2014), Khodabandeh (2014), Liu (2014), Noroozi (2016), Magalhaes (2020), Sundari & Febriyanti (2021), Qin & Liu (2021), Abdulmohsen (2022), Crosley (2022), and Yang (2022).

Qin's research (2010) analyzed the Toulmin elements of the student' papers and assessed the quality of the articles. He found that an average paper had at least one claim supported by four pieces of data. However, there were far fewer uses of counterargument claims, counterargument data, rebuttal claims, and rebuttal data in the papers, although their uses were significant predictors of the overall quality of argumentative papers. This descriptive study aims to analyze structures of argumentative papers written by second language (L2) university students based on the adapted Toulmin (1958, 2003) model of argument structure. It also investigates how the uses of these Toulmin elements are related to the overall quality of argumentative papers (Qin & Karabacak, 2010).

The application of Toulmin's argument patterns to analyze arguments in L2 English learners' writing texts taken from the CALES learner corpus (Corpus Archive of Learner English in Sabah/Sarawak) carried out by Botley & Hakim (Botley, Simon Philip; Hakim, 2014). Meanwhile, Khodabandeh (2014) conducted research providing evidence for the transfer from L2 to L1 writing through within-subject comparisons and implies the existence of transfer by examining and comparing EFL essays. The quantitative analysis of the post-argumentative essays revealed that the experimental group outperformed the implicit and no-formal instruction groups after receiving models with explicit instruction on the elements of Toulmin's (2003) model under study (Khodabandeh, 2014).

Liu (2014) examines the implementation of Toulmin's argument model in washback to bring up counter argumentation and the cultivation of critical thinking in argumentative writing a high-stakes test (Liu & Stapleton, 2014). Noroozi's research (2016) explores the relationship between scripted online peer feedback processes and the quality of written argumentative essays as they occur in an authentic learning situation with direct practical relevance. Toulmin's argument model adds

methods and procedures for writing at the macro-text level (Noroozi, Biemans, & Mulder, 2016).

Toulmin's argument is employed to develop an argument within an instructional framework in business communication (Magalhães, 2020). There was a significant improvement in the students' writing results after the learning, namely in terms of ambiguities and reference problems, faulty logic and inconsistency, and faulty text structure. Besides, a layout of the Toulmin model of arguments is applied to analyze the essays written by Indonesian EFL students from a university in Jakarta, Indonesia. The study findings show that the argumentative papers cover the main elements consisting of a claim (thesis statement), data, seizure, and rebuttal data using either a block pattern or a point-by-point pattern. The elements show diversity in types. Logical analysis and explanation are the most frequently used in papers (Sundari & Febriyanti, 2021).

Meanwhile, Qin & Liu's (2021) research seeks to discover how types of text reading affect argumentative elements in argumentative papers developed by L2 students based on an adaptation of Toulmin's Argument Model (Qin & Liu, 2021). In addition, Toulmin's critical thinking model helps develop students' critical thinking skills in research on writing instruction (Mohamed Abdelmohsen, 2022). The Toulmin model was also adapted to build an argumentation rubric to analyze argumentative English writing produced by 314 students (Crossley, Tian, & Wan, 2022). The Toulmin argument model is also used to analyze claims and qualifiers of students' English writing (Wahyuni & Pratiwi, 2017); (Yang, 2022).

Still in terms of instruction, but putting more emphasis on the discussion of assessment, Heidari examined the influence of dynamic assessment (DA)/ dynamic assessment of the Toulmin Model by teachers and collective scaffolding on the structure of arguments and the overall quality of argumentative essays Iranian EFL university learners (Heidari, 2019). The Toulmin model was also applied in machine learning studies by Lippi & Torroni (2015). Their research describes the problems and challenges of argument mining from a machine-learning angle. With a more complex model, such as the Toulmin model, the link categories that can be predicted grow, and more fine-grained predictors have been designed to correctly predict the connections between all the components (Lippi & Torroni, 2015).

From the research above, it appears that Toulmin's argument model has been widely applied in teaching writing, especially in the category of argumentative text. Nonetheless, its use to analyze opinion articles in

Indonesian in the mass media has never been carried out as far as the researcher's observations results. Therefore, in this study, the researchers applied Toulmin's argument model to analyze Indonesian opinion articles to answer the research problem, namely how to capture arguments in an opinion article. The results of this study can give a solution for Indonesian teachers to "catch" students' arguments in the text of opinion articles when conducting writing assessments.

2.   Opinion Article

Opinion articles are closely related to discussions about text structure which are also studies of text genres by Martin (2008), Hyland (Tomlinson, 2013), Mahsun (2014), Wiratno (2018), and Beck (Beck & Jeffery, 2007). Martin (2008), Mahsun (2014), and Wiratno (2018) do not specifically categorize opinion articles as a particular genre and type of text. Contrarily, Hyland categorizes them differently (Tomlinson, 2013). Hyland classifies opinion text as a separate genre, along with exposition and discussion genres. All three are in the persuasive text type, with the main form containing arguments for or against the thesis (Tomlinson, 2013). Meanwhile, Beck calls "argument genre" for texts that have a structure in the form of a thesis or statement in the introduction followed by a body that contains evidence to support the thesis. Then followed by a conclusion to repeat the author's position (reiteration) (Beck & Jeffery, 2007).

Departing from text genre and considered as a social construct that has an identifiable structure (Christie, Frances; Martin, 2007), researchers made identification efforts to find out the structure of opinion articles. This was done in a literature study of opinion articles in magazines and newspapers. The identification results show that the arguments put forward by the authors of opinion articles are not fixed and can differ in pattern from one to another. In some opinion articles, it was found that there were arguments that supported the thesis, and there were also arguments that rejected the thesis. This is the same as the structure of the discussion text in the view of Martin (2008), Mahsun (2014), and Wiratno (2018). Nevertheless, some opinion articles in magazines and newspapers only contain arguments in favor of the thesis, as is the structure of expository texts. Based on that, in this study, the researcher views opinion articles as a separate genre, just like Hayland's opinion (Tomlinson, 2013).

3.   Toulmin's Argument Model and Its Application

Toulmin stated that the minimum requirement for an argumentative text is to contain claims and data. However, as a whole, he developed an

argument model that has a complete claim-data-warrant-backing-qualifier-rebuttal or C-D-W-B-Q-R pattern that can be illustrated below.
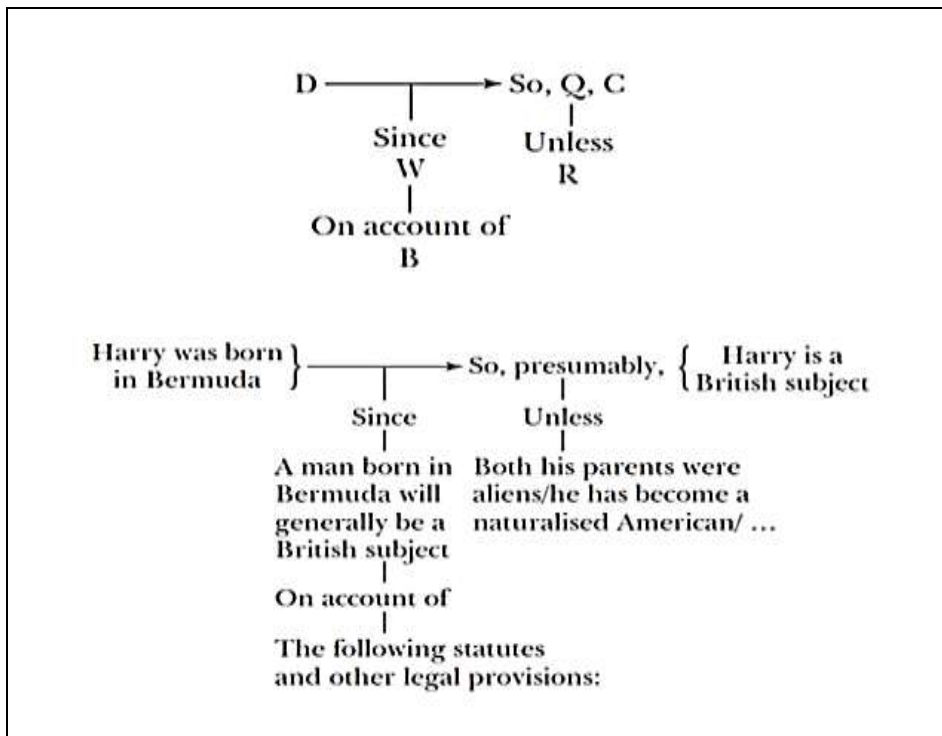

Figure 1: Toulmin's Argument Pattern (Toulmin, 2003)

Claims (C) or thesis and Data (D), can be strengthened by the presence of Warrants (W) and Backing (B) as arguments that support the thesis. Meanwhile, arguments that reject the thesis also exist in the model, namely Rebuttal (R), which can then bring up Qualifier (Q) so that it can change the author's initial claim.

However, to capture the unified whole of the argument, it is necessary to use macrostructures to arrange propositions that may have to be formed from the argument sentences. Macrostructure contains three macro rules, namely deletion, generalization, and construction (Van Dijk, 2019). Then, the connection between sentences should be seen through the use of cohesion and rhyme themes (Halliday & Matthiessen, 2014). Themes that mark old and new information that continue until the end of the text indicate topic continuity. Concerning the rheme theme, Halliday and Matthiesen (2014) state that the theme is the core of a clause or the starting point of a message, while the rheme is the development of a theme or other clause elements where the theme is developed. The theme and rheme are indicated by the cohesion between clauses in the text.

4.   Method and Data Collection

This research is a qualitative descriptive study. Researchers conducted preliminary research by interviewing four senior high school Indonesian teachers. The aim is to explore their experiences when conducting writing assessments. The interview technique conducted by the researchers was a semi-structured interview. Semi-structured interviews are interviews with guided questions. The results of interviews and reading of literature sources were analyzed using content analysis (Creswell & Clark, 2018) so that a common thread of phenomena was found and used for the next phases of research.

In addition, this study uses a qualitative method with in-depth observations of existing data. In a qualitative method, researchers look at systems and individuals holistically and emphasize the meaning of research. Qualitative research requires expertise and skills (Miles, M.B.; Huberman & Saldana, 2014). Qualitative researchers are flexible in conducting research and are encouraged to become experts with their methods. This becomes the provision for researchers to apply Toulmin's argument model in text analysis.

There are two categories of data in this study, namely interview data and examples of opinion articles. Interview data was gained from four high school Indonesian teachers who answered open-ended questions about their experiences when assigning students to write opinion articles. The other data is in the form of examples of opinion articles taken from Tempo Magazine. The title of the opinion article is Salah Sasaran Sumur Resapan 'Wrong Target Infiltration Wells' (December 2021 edition of Tempo magazine). The following are questions asked in the interview.

Table 1: Open Questions Asked in the Interview

No.	Question
1	Have you ever given writing assignments to students?
2	Is it asking students to practice writing opinion or editorial texts?
3	What are the assessment components of the opinion writing test carried out?

The first question is intended to explore whether the teacher has ever given writing assignments to students. This question is the most basic and a prerequisite for the next question. The second question was put forward to specialize in discussing argumentative articles in nature, namely opinion or editorial articles. The last question is a question aimed

at gaining in-depth data into what the teacher components use in assessing students' writing results.

5.   Results and Discussion

From the questions posed in the interview stage above, the respondents' answers were obtained as follows.

Table 2: Respondent's Answers

No	Question	Respondent's Answer 1, 2, 3, 4
1	Have you ever given a writing assignment to a student?	Yes, I have, often in the form of essays
		Yes, I have
		Yes, I have
		Yes, I have
2	Is it asking students to practice writing opinion or editorial texts?	In grade 12 there happened to be material. It is available for the opinion, I happen to teach it more for the opinion than the editorial.
		Yes, I have. There are opinions in the editorial text, and there are facts and opinions, so it directly contains the opinions of the students.
		Because I teach in grade 10, there is no opinion yet because they don't have KD either.
		Yes, at least the exposition, because I teach in grade 10
3	What is the assessment component of the opinion writing test conducted?	Grammar, punctuation, and division of sentences, as well as whether the opinion they conveyed has been conveyed properly or not.
		Structure, mechanics, and their effectiveness and ineffectiveness.
		The components are as usual mechanics, grammar, then organization, then literature, which means there is a story context, and completeness of the story, maybe that's all

		Language rules, writing techniques, facts, and data must be presented.

The results of the researchers' interviews with the teachers, information obtained that the assessment was carried out in two stages, namely first, the teacher assessed it in terms of the mechanics of writing, and second, the teacher assessed it in terms of content. The teacher mentioned that there were unclear assessment parameters in terms of content. In general, the information that can be drawn from the answers of the teachers is as follows.

1) All respondents agreed that writing assignments were tasks that were ever and often given to students. Writing becomes one of the language skills that must be practiced by students and listed as one of the Basic competencies (KD) of the Indonesian language for grade 12 of senior high school based on the Curriculum 2013 in the revised version. Regarding opinions, basic competencies are listed in the syllabus as an attachment to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 24 of 2016.

2) Writing opinion texts has been practiced by teachers as a task that must be fulfilled by students, especially students in grade 12 of senior high school. Meanwhile, in grade 10 and grade 11, writing opinion texts has not been practiced because it is not included in the basic competencies. Even so, in general, writing is still practiced in other forms of text.

3) The teacher uses the general writing test assessment components, which consist of grammar, sentence structure, mechanics, organization, and content. However, it is not clear how to assess the completeness of the opinions expressed by students. Teachers have not used the special scoring rubric parameters for validated opinion articles.

From the three pieces of information above, what was explored in this study was not very clear in assessing the completeness of the opinions conveyed by students. This result in teachers, in general, only emphasizing assessment on writing techniques or linguistic rules. What the teacher wants is obvious content parameters, they can be more detailed in observing and assessing the structure of the texts produced by their students. Therefore, this study seeks to discuss the application of the Toulmin model to "capture" arguments from opinion articles in one the printed mass media. The steps in the process of capturing the argument as listed in Figure 1 and it is beneficial for teachers in making assessments, especially in the assessment of discourse content.

The process of obtaining the components of the Toulmin model is carried out in two main stages, namely searching for claims or theses based on their characteristics. The thesis or claim is obtained by looking for the author's statement, which is generally at the beginning of the text. The characteristic of the thesis or claim is in the form of a statement sentence by the author. Meanwhile, the supporting sentences found by asking the question earlier generally contain discourse markers used to show the relationship between facts and the author's response (Martin, 2008). These forms can appear explicitly or only implicitly, for example padahal 'even though', pada kenyataannya 'in fact', tetapi 'but', karena 'because', artinya 'it means', kalau 'if', demikian pula 'likewise', tambahan pula 'in addition', terbukti bahwa 'proven that', namun 'however', dan ternyata 'and it turns out', and sementara 'while/whilst'. Sentences that are in positions after those forms are the author's arguments.

After the thesis is obtained, the questions, where the answers are components of supporting arguments, are submitted. To find data elements, researchers ask questions using the question words why and refer to Claims. Furthermore, to get the elements of the Warrant argument, the question is asked: What strengthens the Claim and relates it to the Data? Winahyu mentions that to obtain the Backing element, the question is asked: What is the background to the Warrant? Then to get the elements of argument Rebuttal, the question is: Is there a condition in the form of possible resistance or exception? Finally, to get the Qualifier argument element, the question is asked: Are there any conditions in the form of conditions relating to Claims (Winahyu, 2011)?

Then, further data in the form of opinion articles that have been classified based on Toulmin's argument model are presented as follows.

Table 3: Classification of Sentences Based on Toulmin's Argument Model

No.	Sentence	Identity
1.	Gubernur DKI Jakarta harus menimbang ulang rencana pembangunan sumur resapan yang bernilai milyaran rupiah itu. 'The Governor of DKI Jakarta must reconsider the plan to build infiltration wells worth billions of rupiah.'	Claim (C)

2.	Sumur resapan hanya salah satu cara dalam menangani banjir, tapi bukan yang utama. 'Infiltration wells are only one way to deal with flooding, but not the main one.'	Data (D)
3.	Hasil pemeriksaan sumur resapan di Australia, Kanada, dan Selandia Baru menunjukkan bahwa sumur itu rawan rusak bila dilanda banjir atau mengalami perubahan geologis tertentu. 'Examination results of infiltration wells in Australia, Canada, and New Zealand show that these wells are prone to damage when flooded or undergo certain geological changes.'	Warrant (W)
4.	Lokasi sumur resapan juga harus tepat agar efektif. Lokasi sumur resapan juga harus cukup dekat dengan badan air, seperti sungai atau danau, serta cukup luas untuk memungkinkan penyerapan air secara maksimal. 'The location of the infiltration well must also be precise to be effective. The location of the infiltration well must also be close enough to a body of water, such as a river or lake, and wide enough to allow maximum water absorption.'	Backing (B) 1-2
5.	Tapi, pemerintah Jakarta malah membangunnya di pekarangan kantor pemerintah, kolong jalan tol, dan pinggir trotoar. 'However, the Jakarta government instead built them in government office yards, under toll roads, and on the sidewalks.'	Qualifier (Q)
6	Daripada buang-buang dana untuk membangun sumur resapan, pemerintah DKI lebih baik berfokus pada normalisasi sungai dan sejenisnya yang memang mampu menampung limpahan air hujan dalam jumlah besar. Pemerintah DKI dan sekitarnya harus memulihkan situ-situ dan menambah ruang terbuka hijau agar air hujan tidak langsung mengelontor ke Ibu Kota. (R2) 'Instead of wasting funds to build infiltration wells, the DKI government is better off focusing on normalizing rivers and the	Rebbutal (R) 1-2

like, which is indeed capable of accommodating large amounts of rainwater overflow.' 'The government of DKI and its surroundings must restore lakes and add green open spaces so that rainwater does not flow directly into the capital city.'	

Table 3, after the Claim at the beginning of the text, it is aimed to find Data elements by asking questions: (mengapa) The Governor of DKI Jakarta must reconsider the plan to build infiltration wells worth billions of rupiah. So the answer is: (karena) Infiltration wells are only one way to deal with flooding, but not the main one. Then to get the Warrant model, the question is: What strengthens the Claim and relates it to the Data? The answer is in the sentence: Examination results of infiltration wells in Australia, Canada and New Zealand show that these wells are prone to damage when flooded or undergo certain geological changes.

Furthermore, to obtain the Backing element, the researcher re-poses the question: What is the background to the Warrant? There are two sentences behind the Warrant, namely (B1) the location of the infiltration well must also be precise to be effective and (B2) the location of the infiltration well must also be close enough to a body of water, such as a river or lake, and wide enough to allow maximum water absorption. Then to get the elements of the Rebuttal argument, the question is: Are there conditions that are possible resistance or exceptions? The sentence is (R1) Instead of wasting funds to build infiltration wells, the DKI government is better off focusing on normalizing rivers and the like, which is indeed capable of accommodating large amounts of rainwater overflow dan (R2) The government of DKI and its surroundings must restore lakes and add green open spaces so that rainwater does not flow directly into the capital city. Finally, to get the Qualifier argument element, the researchers addressed the question: Are there any conditions in the form of conditions relating to the Claim? The sentence that fits these conditions is, however, the Jakarta government instead built them in government office yards, under toll roads, and on the sidewalks.

Furthermore, in Table 3, two argument components are given the identities B1 and B2 as well as R1 and R2. The existence of two sentences for each component requires taking a proposition utilizing deletion, generalization, and construction. The argument components B1 and B2 as well as R1 and R2 in Table 3 are processed to become one in Table 4 and Table 5.

Table 4: Proposition from Backing

No.	Sentence	Identity
4a	Lokasi sumur resapan juga harus tepat agar efektif. 'The location of the infiltration well must also be precise to be effective.'	B1
	Lokasi sumur resapan juga harus cukup dekat dengan badan air, seperti sungai atau danau, serta cukup luas untuk memungkinkan penyerapan air secara maksimal. 'The location of the infiltration well must also be close enough to a body of water, such as a river or lake, and wide enough to allow maximum water absorption.'	B2
4b	Lokasi sumur resapan juga harus tepat agar efektif, yaitu cukup dekat dengan badan air, seperti sungai atau danau, serta cukup luas untuk memungkinkan penyerapan air secara maksimal. 'The location of the infiltration well must also be precise to be effective, namely close enough to a body of water, such as a river or lake, and wide enough to allow for maximum water absorption."	Backing (B)

In Table 4, the deletion process is carried out by deleting one of the same information in B2, namely on the subject: lokasi sumur resapan 'location of the infiltration wells' and harus 'must'. Likewise, the similarity of the meaning of must be attached to the word must 'must' in the two sentences refers to the same subject, namely lokasi sumur resapan 'location of the infiltration wells'. In addition, in the generalization process, the researchers added conjunctions 'yaitu', namely as an information connector between B1 and B2. Thus a new sentence construction is formed as in 4b.

Table 5: Proposition from Rebuttal

No.	Sentence	Identity
6a.	Daripada buang-buang dana untuk membangun sumur resapan, pemerintah DKI lebih baik berfokus pada normalisasi sungai dan sejenisnya yang memang mampu menampung limpahan air hujan dalam jumlah besar. 'Instead of wasting funds to build infiltration wells, the DKI Government is better off focusing on normalizing rivers and the	R1

	like, which is indeed capable of accommodating large amounts of rainwater overflow.' Pemerintah DKI dan sekitarnya harus memulihkan situ-situ dan menambah ruang terbuka hijau agar air hujan tidak langsung menggelontor ke Ibu Kota. 'The Government of DKI and its surroundings must restore lakes and add green open spaces so that rainwater does not flow directly into the capital city.'	R2
6b.	Pemerintah DKI dan sekitarnya lebih baik berfokus pada pemulihan situ-situ dan menambah ruang terbuka hijau yang mampu menampung limpahan air hujan sehingga tidak langsung menggelontor ke Ibu Kota. 'It is better for the DKI Government and its surrounding to focus on restoring the lakes and adding green open spaces that can accommodate the overflow of rainwater so that it does not flow directly into the capital city.'	Rebbutal (R)

The deletion process in Table 5 is carried out by deleting clauses that contain non-subject information in sentence R1, namely *daripada buang-buang dana untuk membangun sumur resapan* 'instead of wasting funds to build infiltration wells'. The deletion process is also carried out on one of the same information on R2, namely on the subject: *pemerintah DKI* 'DKI government' which is also listed on R1. DKI stands for Daerah Khusus Ibukota (Special Capital Region), which is part of the name Jakarta as the capital of Indonesia. In addition, the deletion process is also carried out on object R1: *normalisasi sungai dan sejenisnya* 'river normalization and the like'. The deletion happened because it has the same information as *pemulihan situ-situ* 'the restoration of lakes' on R2. The restoration of the lakes is part of the river normalization measures. Next to the deletion process in the generalization process, the researcher adds a conjunction *sehingga* 'so that' as an information connector between R1 and R2. The new construction appears in R.

In ensuring the cohesiveness of the argument components that have been obtained from applying Toulmin's argument model to opinion articles as a whole, scrutiny is carried out from a cohesion perspective so that a unified argument "capture" as follows.
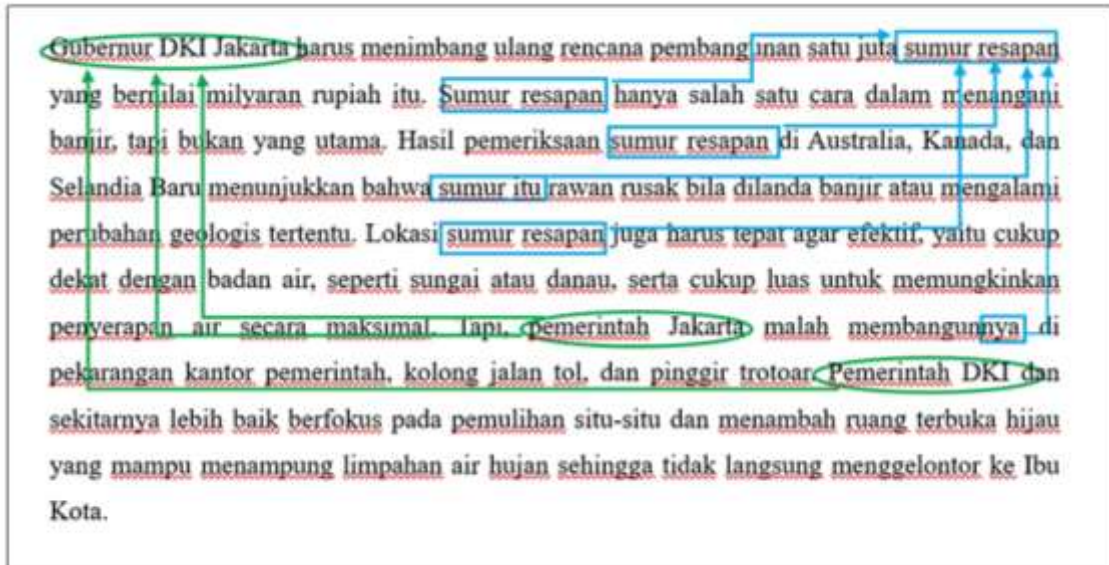
Figure 2: Unity of Argument

Cohesion is a semantic relationship that refers to the relationship of meaning in the text. Cohesion occurs when there are interpretations of some elements in the text that depend on other elements. It is the interrelationships between elements that make a text coherent to be easy for readers to understand. From the table of the unity of the arguments above, it appears that there is a connection between the sentences, which is indicated by the existence of cohesion that refers to each other.

The phrases inside the oval symbol show a connection in the form of reference cohesion, namely the phrases Pemerintah Jakarta 'Government of Jakarta' and Pemerintah DKI 'Government of DKI' which refer to Gubernur DKI Jakarta 'the Governor of DKI Jakarta'. Likewise, the phrases in the rectangular symbols, namely sumur resapan 'infiltration wells', sumur itu 'these wells', and clitic -nya 'their', both show a connection in the form of cohesive references to the phrase sumur resapan 'infiltration wells' which is first mentioned. The existence of this cohesion automatically forms the continuity of the topic which can also be seen through the use of related theme-rheme in each sentence.

The topic of a sentence is generally at the level of the subject of the sentence. In a paragraph, the topic of the second sentence comes from the comment of the first sentence and the topic of the third sentence comes from the comment of the second sentence, and so on, to create continuity in the topic of a paragraph (Givon, 1983). However, concerning the unity of the argument, there are some differences.

Topic continuity in the unity of the argument relates to the elements of the argument that build the text. The elements of the argument Data, Warrant, and Backing emphasize the direction of their argument on infiltration wells, while the elements of the argument Rebuttal and Qualifier emphasize the direction of their argument on the DKI Government. Therefore, the topic sentences on the elements of the Data, Warrant, and Backing arguments are infiltration wells, while the topic sentences in the Rebuttal and Qualifier argument elements are infiltration wells. Meanwhile, the topic of the Claim argument element is the Governor of DKI Jakarta, while the infiltration well is a comment.

5. Conclusion

As previously mentioned, this study seeks to show the steps in the process of "capturing" the components of an argument in an opinion article text. These steps are based on two main stages, namely the search for claims or theses based on their characteristics. After the thesis is obtained, the questions, where the answers are components of supporting arguments, are submitted. With the application of these steps, it will be seen what components of the arguments are used by the author and the unity of the arguments in the text will also be "captured" which is the author's line of thought/opinion/argument. In addition, the characteristics of Claims are also captured, namely, they contain topics and comments which then fill in other elements of the argument and are split into two, namely the Data-Warrant-Backing group and the Rebuttal-Qualifier group. The stages of finding arguments and the characteristics of the Claim argument elements related to the topics can strengthen the teacher's understanding in conducting writing assessments, especially writing argumentative texts.

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