

Student Argumentative Text in Case-Based Learning

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ABSTRACT : Scientific development requires every academic person to continue to develop self-abilities that are in line with the goals of lectures, one of which is the ability to be argumentative. This ability is very necessary so that students can think critically in academics. Argumentative writing in a written work must be developed using appropriate learning methods, one of which is the CBL method (*case learning method*). This learning method has the characteristic of presenting cases that require students to think critically to find solutions to the cases presented. Argumentative abilities in CBL provide opportunities for students to analyze data logically. In case-based learning, data is presented in the form of complex facts and problems to stimulate students to discuss and explore their abilities. This discussion and exploration activity aims to enable students to determine the right solution. This is where an argumentative role is needed. Therefore, students' argumentative writing skills need to be developed through case-based learning. The purpose of this study was to describe student argumentative texts in case-based learning. The research method used is the descriptive-qualitative method. The purpose of this method is to provide an overview of students' ability to write argumentative texts in case-based learning. The results of the study prove that students can compose argumentative texts through case-based learning. The characteristics of student argumentative texts are indicated by components: statements, evidence, and conclusions.

Keywords: argumentative text, case-based learning

1. INTRODUCTION

Case-based learning (CBL) began to emerge since the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia launched the independent learning program in 2019. However, this knowledge has been used in other countries for decades. Research related to CBL has been conducted in Brazil (Minniti et al., 2017). In this study, it was revealed that CBL helps develop arguments from a point of view because, in this learning model, an in-depth exploration of reality (cases) is carried out and investigative analysis is presented. CBL encourages critical thinking, encourages debate, and stimulates interaction between students and learners. CBL provides experience in developing critical thinking skills in various fields of study. Angela, et.al have conducted research in the field of accounting [1]. The results of this study indicate that this learning method has many advantages. These advantages are obtained because these cases can make students able to solve problems, are useful for getting used to independent learning, make it easier for students to search for literature, get to know cases in the world of practice, and make students understand the material better.

Likewise with research conducted in the fields of taxation, mathematics, electrical engineering, biology, public administration, and statistics [2], [3], [4], [5], [6], [7]. These studies show the results that CBL contributes to lectures in various fields of science. In fact, in general, CBL has been tested for increasing student understanding of course material. This contribution cannot be separated from the characteristics of CBL methods.

CBL has the characteristics of reality presented in learning. This case (reality) requires students to think critically through data collection activities, conducting investigations, and drawing conclusions to provide solutions to the cases at hand. This critical thinking pattern is embodied in student reports that are presented, both orally and in writing.

CBL is also carried out in the use of spoken language, as presented in Ulfiyani (2018) research [8]. The results of this study indicate that in case-based speaking learning, students are not only able to speak in formal situations but also in non-formal situations. In addition, students are also trained to become good and strategic speakers. The application of CBL is also carried out in written language activities, as was done by Sunarti (2020) and Sori (2021) [9], [10]. The results of this study indicate that the CBL method contributes to students' argumentative writing abilities. Students who use CBL show better grades than students who do not use case-based learning. The results of this study indicate that students' argumentative writing skills can also be developed through case-based learning. A student's argumentative writing ability is the main ability in completing studies. This argumentative writing ability is manifested in the form of student writing, both as lecture assignments and as final assignments, namely theses.

Argumentative writing skills have been developed using the Toulmin pattern [11]. This pattern influences argumentative skills, increases reinforcement and accelerates understanding of concepts, builds better argumentative patterns, improves argumentative quality, and creates students who are creative and innovative in developing learning materials.

Rizkiana & Widiyati (2018) developed this argumentative ability through a think-write-talk strategy based on audio-visual media in high school [12]. This shows that since being in secondary education, students have been prepared to have argumentative abilities as a provision for entering higher education.

The importance of this argumentative writing ability has been studied through research from various scientific fields. This is caused by the argumentative text's important position in communication, both oral and written. Argumentative is used for various needs, both academic and non-academic [13], [14], [15]. Part of this research collected data about argumentative patterns [16], [17], [18], [19]. These patterns are then used to determine the structure of critical thinking that must be developed according to needs.

CBL is one of the learning models that characterize 21st-century learning. The hallmark of CBL is the reality (cases) presented in learning. The presence of reality in this lesson allows students to understand problems in their multicultural context [20]

The condition of the COVID-19 pandemic, which has not subsided until now, has caused learning to be carried out through two media, namely offline learning and online learning. CBL can be implemented both offline and online [21]. Through these two media, CBL provides space for students to interact effectively with the environment (context), students, references, and lecturers. The cases presented can be problems that occur around them, both in the academic world and in society.

This article aims to describe the structure of student argumentative texts in case-based learning. Argumentative writing ability is the ability to express ideas, opinions, and thoughts using written media with the characteristics of statements, reasons, and conclusions. This skill is a representation of the ability to think critically. Students' critical thinking skills are honed through the use of case related to topics and learning materials.

Furthermore, this research is expected to contribute to the formation of students' argumentative writing abilities in state universities throughout Central Sulawesi. In addition, the results of this study became a prototype of student argumentative texts from various scientific fields that used case-based learning.

2. LITERATURE REVIEW

The CBL model departs from the constructivist school. The Directorate General of Higher Education defines CBL as a learning method that utilizes problems, and students must conduct an information search or investigation (inquiry) to be able to solve these problems. The cases presented in learning are something that must be discussed and solutions sought. Thus, in CBL, students are required to be able to think critically. Students must have sufficient theory to be applied in finding solutions to problems presented in learning.

The advantages of CBL are that students engage with real-world challenges from an action perspective instead of analyzing them from a distance; different reactions from students become a challenge for lecturers to identify student differences in responding to cases; improve long-term memory; and improve the quality of decision-making [22]

In general, the CBL process has seven characteristics. These characteristics are: (a) cases used as the beginning of learning; (b) cases used are usually real-world cases presented in an ill-structured manner; (c) cases usually require multiple perspectives; (d) cases challenge students to learn in a new field; (e) cases prioritize self-directed learning; (f) utilize varied sources of knowledge, not just one source; information search, evaluation, and use of knowledge are important keys; and (g) collaborative, communicative, and cooperative learning. Students work in groups, interact, teach each other (peer-teaching), and make presentations.

Based on the description above, researchers feel the need to conduct research to describe CBL in the formation of students' argumentative writing skills. Argumentative writing in relation to academic writing is a way of determining how much context is needed, what evidence is presented, and what strategies are employed to convince the reader. Argumentative writing in its simple form consists of three things: claims, evidence, and conclusions [23]

In the Big Indonesian Dictionary Online version V, the meaning of argumentative is described as follows: (1) using reasons used as evidence, and (2) essays aimed at proving opinions. Regarding the definition of argumentative, Keraf (2010:3) reveals, as stated in the following quote:

"Argumentative is a form of rhetoric that seeks to influence the attitudes and opinions of other people so that they believe and ultimately act according to what the speaker wants. Through argumentation, the author (speaker) tries to arrange facts in such a way that he is able to show whether an opinion or a certain thing is true or not." [24]

Gereda (2020:17) defines argumentative writing as a type of writing that aims to convince the reader about the truth conveyed by the author. Argumentative writing presents data as evidence arranged logically, critically, and systematically [25]. Argumentative includes claims that are statements of positions or statements that are believed by the argumentation, data presented to support the statements, justifications that link between data and statements, supports that strengthen justifications, and rebuttals that indicate possible objections to the statements put forward [26]

3. METHOD

This study uses a qualitative approach. Qualitative approaches are used in natural contexts. In this study, the natural context in question is classroom learning using a CBL model.

The subjects in this study were students enrolled in two tertiary institutions, namely Tadulako University and Al Khairat Islamic University. The students selected in this study were determined based on the objective sample technique. Tadulako University was chosen with the consideration of representing state universities, while Al Khairat Islamic University was chosen as a representative of private universities. There were 20 students involved in this study, with 10 representatives from each tertiary institution.

The data collection technique in this study is multi-technical [27] The first technique is documentation. The second technique is observation. Both types of data collection techniques are used together.

Data collected through observation techniques were analyzed using the interactive data analysis flow model developed by Miles and Huberman. This model was chosen because the analysis and interpretation of the data took place during the study. The following is the flow of data analysis used in this study.

4. RESULT

Case Based Learning

CBL begins by presenting the problem and its essence in the context of the problem. Cases in CBL are in the form of articles that contain issues that are currently being discussed. The advantages of using case article descriptions in CBL are: (1) case articles can be used as a copy of the concepts, foundations, and theories being taught and are rich in examples related to students' understanding of memory; (2) case articles can be used as examples of cases that must be resolved by students and become a good learning strategy; and (3) case articles can be a forum for student reflection to measure their ability to understand a case.

The first step

The first step in CBL is to clarify terms and concepts that are not clear in the selected cases. Case selection is crucial to implementing case-based learning. The use of cases that are close to students can teach and bring them closer to their environment. Cases related to politics and religion are the right choice for students.

Case 1

A. [obrolanpolitik](#)

Zulhas Bawa Anak Bagi-bagi Minyak, Jokowi Minta Fokus Kerja Turunkan Harga. Presiden [@jokowi](#) tanggapi viral aksi Menteri Perdagangan [@zul.hasan](#) bagi-bagi minyak gratis sambil promosikan anaknya. Khusus untuk Zulhas, ia meminta Ketua Umum PAN tersebut fokus urusi harga minyak goreng curah.

Sebelumnya, viral memperlihatkan Zulhas bersama kader PAN bagi-bagi minyak gratis ke masyarakat di Bandar Lampung. Namun, dalam kesempatan bicaranya, Zulhas meminta penerima minyak gratis untuk memilih sang anak, Putri Zulya Savitri.

(download: 10th July 2022)

(Zulhas took his son and gave him oil. Jokowi asked him to focus on lowering the price.

President [@jokowi](#) responded to the viral action of Trade Minister [@zul.hasan](#) to give free oil while promoting his son. Specifically for Zulhas, he asked the chief general of the PAN to focus on dealing with the price of roasted fried oil.

Earlier, the viral showed Zulhas with the PAN's mandate to distribute free oil to the people in Bandar Lampung. However, on the occasion of his speech, Zulhas asked the recipients of free oil about the choice of the son, Putri Zulya Savitri.)

Case 2

[Republika](#), Ahad (10/7/2022).

Nanang mengatakan, sapi yang digunakan untuk kurban memang cukup mahal. Itu karena sapi yang dikurbankan harus tetap sehat dan sempurna. Rata-rata ternak sapi yang paling banyak dicari yang berada pada kisaran harga Rp 23 juta per ekor.

"Sapi kurban memang mahal sekali karena syaratnya kan sehat dan cukup umur juga," katanya menambahkan. Hanya saja, ia menekankan meski harga sapi kurban saat ini cukup tinggi, seharusnya sapi yang digunakan untuk pemotongan non kurban tidak ikut mengalami kenaikan harga.

Apalagi belakangan banyak sapi-sapi yang tidak jadi digunakan sebagai hewan kurban dan harus dilakukan pemotongan paksa lantaran terkena PMK. Situasi itu membuat pasokan sapi untuk non kurban bertambah banyak sehingga mestinya harga tetap normal. "Harga daging sapi di pasar tradisional seharusnya tetap stabil seperti sebelumnya di kisaran Rp 130 ribu-Rp 140 ribu per kg," katanya. Nanang menyebut, justru kenaikan harga daging sapi di pasar tradisional akan terjadi pasca Idul Adha. Sebab, akan terjadi pengurangan pasokan sapi-sapi gemuk yang siap potong karena telah diserap untuk kegiatan kurban. Hanya saja, ia tak bisa menjelaskan seberapa besar kenaikan harga sapi yang bisa terjadi.

(Nanang says the cows used for sacrifice are quite expensive because the cattle sacrificed must remain healthy and perfect. The average price of the most sought-after cattle is in the range of Rs. 23 million per square.

"The sacrifice cows are very expensive because they are healthy and old enough," he added.

It's just that, he stressed, even though the price of the sacrifice cows is currently quite high, the cows used for non-sacrifice cuts shouldn't have gone up in price.

More recently, many cows were not used as sacrificial animals and had to be forced to be cut because of PMK. The situation has made the supply of cows for non-sacrifice increase, so the price should remain normal. "The price of beef in the traditional market should remain stable as before in the range of Rs 130 thousand–Rp 140 thousand per kg," he said. Nanang said that the rise in the price of beef in the traditional market will occur after Idul Adha because there will be a reduction in the supply of fat cows that are ready to be cut because they have been absorbed for sacrifice activities. It's just that he can't explain how big a price hike for cows could be).

Step Two

The second step is to organize student learning tasks to study. What is done in this step is to define and organize student learning tasks related to the case. Students analyze the cases presented. The student's task is to determine statement sentences, proof sentences, and concluding sentences.

The second step aims to prepare students to study cases. Conceptual understanding is carried out as initial knowledge so that when studying cases, students can determine the information that becomes the "thread" of the case to be discussed. Discussions can help students reduce misunderstandings and seek help from friends and lecturers when experiencing difficulties [28].

The results of the activity of organizing student learning tasks are presented below.

Case 1

Kalimat pernyataan dari teks di atas adalah Presiden Jokowi tanggap viral aksi Menteri Perdagangan Zul Hasan bagi-bagi minyak gratis sambil promosikan anaknya. Kalimat buktinya adalah (1) Khusus untuk Zulhas, ia meminta Ketua Umum PAN tersebut fokus urusi harga minyak goreng curah, (2) Zulhas bersama kader PAN bagi-bagi minyak gratis ke masyarakat di Bandar Lampung, dan (3) Zulhas meminta penerima minyak gratis untuk memilih sang anak, Putri Zulya Savitri. Kalimat kesimpulannya adalah Jokowi meminta semua menteri agar fokus bekerja.

(The statement sentence from the above text is President Jokowi's response to the viral action of Trade Minister Zul Hasan giving free oil while promoting his son. The proof sentence was: (1) Special for Zulhas, he asked the President-General of the PAN to focus on the price of fried crude oil, (2) Zulhas joined the PAN's mandate to give free oil to the people in Bandar Lampung, and (3) Zulhas asked the recipients of free petroleum to choose the son, Putri Zulya Savitri. The concluding sentence is Jokowi asking all ministers to focus on work).

Case 2

Kalimat pernyataan dari kasus 2 adalah Sapi yang digunakan untuk kurban memang cukup mahal. Kalimat bukti dalam kasus 2 adalah (1) Itu karena sapi yang dikurbankan harus tetap sehat dan sempurna, (2) Rata-rata ternak sapi yang paling banyak dicari yang berada pada kisaran harga Rp 23 juta per ekor. Kalimat kesimpulannya adalah Sapi kurban memang mahal sekali karena syaratnya kan sehat dan cukup umur juga.

(The statement from case 2 is that the cows used for sacrifice are quite expensive. The proof sentence in case 2 was that (1) it is because the cattle sacrificed must remain healthy and perfect, and (2) the average cattle that is most sought is in the price range of Rs. 23 million per square).

Third step

The success of the third step (organization) is largely determined by the seriousness of following the second step. When reviewing cases, students are required to determine important information from the given case description. The interactions that occur in the third step include students-content, students-students, and students-environment.

Fourth Step

The fourth step provides a more intense interaction than the three steps previously described. This step provides more student-lecturer interaction, as well as the interaction between students. This activity can bridge the communication gap between lecturers and students which often occurs in lectures. Feedback provided by lecturers can help students determine the next learning strategy.

Fifth Step

Implementation of the last step is to allow students to be better able to relate the concepts being studied with the cases given. The task of making a summary becomes part of the evaluation to assess students' ability to follow the learning process. If it is not optimal, the lecturer can provide opportunities for students to improve concepts that have not been understood. Through this opportunity, students can improve their learning strategies to be better than before.

Argumentative Text

Student argumentative texts in this study were the result of writing activities. Writing is one of the four language skills that must be possessed. The ability to write argumentative texts must be developed because it is the main ability in completing studies at tertiary institutions. Student argumentative texts developed through CBL show the right structure. The argumentative structures are declarative sentences, proof sentences, and concluding sentences.

The cases raised as topics in compiling argumentative texts for Untad and Unisa students were divided into 6 topics. The six topics are (1) crime, (2) environment, (3) politics, (4) education, (5) health, and (6) religion.

Statement (Proposition)

Propositions in student argumentative texts are presented in the form of declarative sentences. The following are the propositions.

- (1) Rokok mengandung banyak sekali zat yang berbahaya dan sebenarnya sangat mematikan, meski memang memberikan efek yang nikmat. (Cigarettes contain a lot of harmful substances and are actually very lethal, although they have a beneficial effect).
- (2) Kasus korupsi di Indonesia masih terus terjadi. (Corruption cases in Indonesia are still ongoing.)
- (3) Kontroversi Undang-Undang Informasi dan Transaksi Elektronik (UU ITE) belum berakhir. (The controversy over the Electronic Information and Transaction Act (ITE) is not over.)
- (4) Permasalahan yang paling besar di Indonesia saat ini sebenarnya adalah sampah karena sudah tidak terkontrol lagi. (The biggest problem in Indonesia today is actually garbage because it's out of control anymore.)
- (5) Kasus kekerasan dan pelecehan seksual marak terjadi. (Cases of violence and sexual harassment have occurred.)

Proof

Proof in the argumentative text is shown through data or facts. The five propositions above are supported by the following data.

Table 1 Data in Argumentative Text

Proposition	Data (Proof)
1	(a) Ada banyak zat beracun yang ada di rokok, satu diantaranya zat aseton, yang biasa dipakai dalam pembersih kuku. (There are many toxic substances in cigarettes; one of them is acetone, which is commonly used in nail cleaning.) (b) Rokok yang terbakar itu akan menghasilkan karbon monoksida yang merupakan gas yang sangat beracun. (The burning cigarette will produce carbon monoxide, which is a highly toxic gas.)

2	<p>(a) Berdasarkan indeks persepsi korupsi 2021, bukti Indonesia berada di peringkat 96 dari 180 negara. (Based on the 2021 Corruption Perception Index, Indonesia's evidence is ranked 96 out of 180 countries.)</p> <p>(b) Sementara itu berdasarkan survei dari Badan Pusat Statistik (BPS) di tahun 2021, indeks perilaku anti korupsi berada di kisaran 3,88 %. (Meanwhile, according to a survey by the Central Statistical Authority (BPS) in 2021, the anti-corruption behaviour index is in the range of 3.88%.)</p>
3	<p>(a) Kini muncul lagi kontroversi rancangan kitab Undang-Undang Hukum Pidana (RKUHP) yang memuat sejumlah pasal penghinaan terhadap presiden dan/atau wakil Presiden dan Pejabat publik lainnya. (Now there is a new controversy over the draft Criminal Law (CRC) book containing a number of insulting articles against the President and/or Vice-Presidents and other public officials.)</p>
4	<p>(a) Sampah rumah tangga, terutama plastik menjadi salah satu di antara kendala yang sangat besar bagi Indonesia. (Household garbage, especially plastic, becomes one of the major obstacles for Indonesia.)</p> <p>(b) Sampah yang tidak terkontrol bisa menimbulkan banyak bencana seperti yang terjadi di Huntap Tondo, Mantikulore, Sulawesi Tengah. (Uncontrolled garbage can cause many disasters like that in Huntap Tondo, Mantikulore, Central Sulawesi.)</p>
5	<p>(a) Kasus-kasus itu terjadi di berbagai tempat yang selama ini dianggap aman seperti di lingkungan keluarga, sekolah, pesantren, perguruan tinggi, tempat kerja dan lainnya. (The cases occurred in places that have always been considered safe, such as family neighborhoods, schools, gymnasiums, colleges, workplaces and so on.)</p> <p>(b) Korbannya pun beragam mulai dari anak-anak, siswa, santri, mahasiswa, pegawai, dan lainnya. (The victims were all kinds, from children, and students, and midwives, and scholars, and officers, and others.)</p> <p>(c) Tahun 2021, Kementerian Pemberdayaan Perempuan dan Perlindungan Anak (KPPA) mencatat sebanyak 8.800 kasus kekerasan seksual terjadi. (In 2021, the Ministry of Women's Empowerment and Child Protection (KPPA) recorded 8,800 cases of sexual violence.)</p> <p>(d) Kasus yang menjadi perhatian publik saat itu yakni kasus kekerasan seksual yang dilakukan oleh pemilik SMA Selamat Pagi Indonesia (SPI) Batu, Jawa Timur. (A case of sexual violence committed by the owner of Good Morning Indonesia High School (SPI) in Batu, East Java.)</p>

Conclusion

The conclusions compiled by students in CBL are presented in the following table.

Table 2 Conclusion in Argumentative Text

Proposition	Conclusion
1	Kandungan racun yang masuk terus-menerus ke tubuh bisa merusak tubuh secara perlahan dan menyebabkan kematian. (Toxin content that continuously enters the body can slowly damage the body and cause death.)
2	Oleh karena itu, sejak usia dini generasi muda perlu ditanamkan mental anti korupsi serta nilai-nilai yang baik. (Therefore, from an early age, younger generations need to be instilled anti-corruption mentality as well as good values.)
3	Lebih dari itu, bagi saya, pasal-pasal itu berpotensi mematikan budaya diskursus di Indonesia. (More than that, for me, those articles are potentially deadly to the culture of discourse in Indonesia.)

4	Langkah dalam penanganannya perlu diadakan pendidikan mengenai pengelolaan sampah atau daur ulang menjadikan sampah lebih bernilai seperti membuat kerajinan tangan dan sampah organik dari sayuran busuk. (Steps in its handling need to be educated about the management of garbage or recycling make garbages more valuable like making handicrafts and organic garbs from rotten vegetables.)
5	Kegagalan penanganan kasus yang terjadi membuat korban makin merasa dihantam, tidak berdaya, dan kehilangan rasa aman. (The failure to handle the case makes the victims feel more beaten, helpless, and insecure.)

5. Discussion

Case-Based Learning

The results of the research data analysis show that CBL can develop the ability to write argumentative texts. The ability to write argumentative texts is included in written language skills as well as reading skills. The application of CBL in developing written language skills is not only productive but also receptive, as was done by Nurhayati et al.'s research (2021) [29]. The results of this study indicate that the application of CBL makes students skilled in advanced reading and writing. The application of CBL in learning written language skills has also been carried out by Setia (2014) [30] and Sakila (2019) [31]. The results of these two studies indicate that CBL can develop the ability to write a descriptive text. The steps taken in the CBL provide room for students to develop critical thinking skills that are the main basis in the preparation of argumentative texts [32].

On the other hand, within the last 20 years, there has been a lot of discussion about the lack of critical thinking skills among college students who major in English. By combining the two aspects of argumentation—the content's nature and its organization—this study aimed to explore the relationship between the macro-structure of argumentative texts written by EFL students and the critical thinking abilities exhibited in each rhetorical device. We investigated how critical thinking abilities appeared in each move using the move-structure approach, which was based on Toulmin's model of argumentation, as well as the text analysis approach. The results demonstrate that participants had a rudimentary understanding of the claim-ground argumentation pattern [33].

The argumentative text in the research was presented orally in scientific debate activities. This shows that this argumentative ability, apart from being presented in writing activities, can also be presented orally in speaking activities.

Problem orientation activities as the first step in CBL provide space for students to understand argumentative patterns and make generalizations (conclusions) as well as to solve problems. This is reinforced by Maryati (2018) in her research which shows that at the problem orientation stage students can have curiosity, show an attitude of responsibility, work together, and not easily give up in solving cases. In addition, students have curiosity as capital to dig up information or data that will be used as supporting evidence for reasons [34].

In organizing activities, students are encouraged to be able to develop the ability to collaborate and discuss with other students in digging up various information and confirming the correctness of supporting evidence. This is proven in Hotimah's research (2020) whose results show that through implementing CBL, students get three advantages. First, students become more active in finding information or material related to the case. Second, students are active in expressing opinions or discussing. Third, the class atmosphere is not boring [35]

In the case of review activities, students dig up as much information as possible. Students are required to determine important information from the given case description. The interactions that occur in the third step include students-content, students-students, and students-environment. This interaction can encourage motivation and trigger the active involvement of students in learning [36]

In the activity of developing and presenting their work, students demonstrate the ability to plan and prepare information search results that support conclusions. In addition, in this activity, students are trained to have the courage to convey the results of their analysis of the cases at hand. The argumentative text presented in this step demonstrates higher-order thinking skills [37].

The last activity in CBL is analyzing and evaluating the process of solving problems. In this activity, students reflect on the investigation and the processes used. This reflection is useful for identifying things that have been achieved and have not been achieved in learning. The results of reflection are used as a basis for designing effective CBL [38].

Norawati (2022) research showed that whereas critical thinking, learning engagement, and cognitive skills were important in PjBL, cognitive, critical thinking, and communication skills were key in CBL [39].

Argumentative Text Student's

Argumentative texts that are popular among students studying at tertiary institutions are related to lecture assignments and final assignments (thesis). The form of student-made argumentative texts can be in the form of papers, proposals, research reports, and theses. Argumentative texts in thesis work have been analyzed by Amalia & Putra (2019). In this study, it was proven that students of the Mathematics Education Study Program IKIP PGRI Jember still had difficulties in compiling argumentative paragraphs compiling the background of the problem formulation, and research objectives.

The argument structure in student argumentative texts in this study consists of general statements, reasons, and conclusions. This structural study is different from the argument structure conducted by Nesi & Priska Filomena Iku (2021) [40]. Nesi and Priska analyzed articles in journals accredited by Sinta (five journals). The results of this study indicate that the argument structure in argumentative paragraphs consists of a single structure and a two-layer structure.

The structure of student argumentative texts in CBL follows three patterns, namely (1) Proposition – Data 1 – conclusion; (2) Proposition – Data 1 – Data 2 – conclusion; dan (3) Proposition – Data 1 – Data 2 – Data 3 – Data 4 – conclusion. Meanwhile, in Setyaningsih's research (2016) data was obtained that in the discussion section of journal articles in the field of economics there are six patterns of arguments. These patterns are (1) proposition-Data; (2) Proposition–Data 1–Data 2; (3) Data – Proposition; (4) Data1 – Data 2 – Proposition; (5) Data 1 – Data 2 – Data 3 – Data 4 – Data 5- guarantee – proposition (6) Data 1–Data 2–proposition–Data 3– Data 4 – Data 5 [41].

Statements in student argumentative texts in CBL have a declarative sentence structure. This declarative sentence contains a proposition like the theory put forward by Keraf (2010: 6). Only propositions that can be proven or disproved are true. Questions, orders, hopes and wishes never contain propositions. The propositions shown in the results of this study consist of two types of sentences, namely positive sentences and negative sentences.

Syahdanis (2020) shows that in a student's argumentative discourse, there are four markers. The four such markers are contradictory, elaborative, inferential, and reason [42]. Reason is shown through accurate data to support conclusion drawings. Argumentative text research in learning using CBL differs from Syahdanis research because Syahdanis research is carried out in learning wacana analysis without showing the learning model used. The markers obtained in such cases are shown in the form of linguistic units, i.e., words and phrases.

6. Conclusion

Based on the results of data analysis, it can be concluded that the argumentative texts produced by students in CBL have the structure of statements, reasons, and conclusions. The findings of this study suggest that students at a Central Sulawesi college can develop critical thinking skills through case-based learning. The ability to think critically is a way of thinking that is required when compiling argument text. CBL provides students with an opportunity to analyze and present data that supports conclusions.

This research has the limitation that the number of students involved does not represent the number of students that exist in Central Sulawesi, and the aspects studied are limited only to the argumentative structure. Therefore, further research is needed on case-based learning models for developing other language skills, such as reading, listening, and speaking.

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How to cite/reference this article: **Ida Nuraeni, RisvirenoI**, Student Argumentative Text in Case-Based Learning. *Asian. Jour. Social. Scie. Mgmt. Tech.* 2024; 6(2): 175-186.