

# Evaluating The Argument Quality Of Students' Argumentative Podcasts Using The Toulmin Argument Model

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**Abstract:** This study examines the quality of students' arguments in argumentative podcasts by applying the Toulmin Argument Model. Although previous research has largely focused on written works such as essays, this study fills a research gap by providing empirical evidence on how arguments are constructed through video podcasts in English as a Foreign Language (EFL) classrooms. Using a qualitative descriptive research design, the researcher analyzed 28 argumentative podcasts produced by 12th-grade students at a state high school in Semarang. The analysis categorized the arguments into four levels of quality: Incomplete, Semi-Complete, Almost-Complete, and Complete. The results indicate that the incomplete pattern (consisting only of a claim and supporting data) was the most frequent, appearing in 10 podcast units (36%). The nearly complete pattern was found in 7 units (25%), the semi-complete pattern was found in 6 units (21%), and the complete pattern was found in 5 units (18%). These findings indicate varying levels of ability among high school students in presenting structured arguments in digital formats. This highlights the need for sustained guidance to maximize the use of podcasts in constructing comprehensive arguments in digital media.

**Keywords:** *argument quality, students' podcast, podcast video, argumentative, Toulmin's argument model*

## INTRODUCTION

In an English as a Foreign Language (EFL) classroom, students' communicative skills form the foundation of classroom interaction. Effective communication is reflected in the ability to express ideas clearly and accurately, as well as to convey meaning both orally and in writing (Seraj & Habil, 2021). This ability to express ideas is also referred to as argumentation skills. The ability to argue is an important aspect, especially in learning English as a Foreign Language (EFL), for demonstrating students' ability to express opinions based on their understanding (Chou, 2024). Ideally, with this ability, students will be able to express their arguments clearly in speech, especially in classroom learning activities. (Heilesen, 2020) stated that the ability to argue is an expression of critical thinking skills, which are essential because they enable students to analyze different perspectives on an issue and evaluate information.

In the teaching of argumentation, particularly in English classes, much classroom practice still focuses on having students present their arguments in writing—such as essays and academic papers—rather than through oral practice (Nasution, 2024). In fact, the educational world has now entered an era of rapid technological advancement and the integration of digital media to create a joyful and meaningful learning environment (Eljazouli & Azmi, 2024; Turós et al., 2025). These technological advances have indirectly influenced the design of language-learning processes. Teachers are expected to develop learning methods that focus not only on academic performance but also on technological developments, utilizing multimodal media (Indahsari, 2020; Zainudin et al., 2022), especially in the argumentative chapter. Wakefield et al. (2023) stated that, as a digital generation, students have come to use multimedia tools for independent learning to expand their knowledge beyond traditional text-based instruction. In practice, several studies have explored other forms of argument presentation, specifically visual arguments that demonstrate a shift from traditional written communication to dynamic digital media forms (Roque, 2009; Ness & Maher, 2023; Ioana, 2023). These findings support the idea that the delivery of arguments is not limited to written texts but also includes oral delivery and the use of digital and visual media (Kjeldsen, 2022).

In line with the development, arguments constructed not only in written form but also incorporating visual and multimodal elements, it is important to understand how arguments are interpreted beyond the text. Research by Roque (2009) explore that argumentation is portrayed as a logical mental process that can be expressed verbally as well as visually. Zhang et al., (2025) emphasizes that, in presenting an argument, visual and verbal elements work closely to construct the argument by creating a direct emotional impact that convinces the audience of the opinion being conveyed. According to Groarke

(2020) a visual argument is defined as an argument that conveys ideas and conclusions—either in whole or in part—and is expressed through visual media. The justification that visual elements can serve a purpose in conveying an argument is presented by Ioana (2023) where visual elements provide reasons that support a statement by offering a clear illustration. Therefore, it is essential to consider various media that are capable of integrating visual and multimodal elements to support the development and expression of students' arguments.

The integration of technology as a learning medium has led to the development of many innovative media, such as podcasts, which combine audio and visual elements to support language learning (Wahyuni & Dewi, 2024; Shunnar, 2022; Özdener & Güngör, 2020). In education, podcasts are defined as digital audio files, often in the form of episodes, that present content through speech, allowing students to access them via mobile devices or computers (Heilesen, 2020). This medium supports listening skills through exposure to naturally spoken language and encourages speaking skills by allowing students to record what they have learned (Saragih et al., 2022). Research by Wakefield et al., (2023) shows that podcasts help students express their ideas more effectively by providing opportunities for repeated practice, self-assessment, and creative narrative development, thereby connecting listening and speaking skills in EFL learning. Podcasts are also considered effective and flexible because they can be accessed anywhere via mobile phones, thereby encouraging students' motivation to learn independently (Ramirez, 2024; Setiawan & Wahyuni, 2024). These findings suggest that podcasts can serve as an innovative educational medium to help students explore the process of oral argumentation, thereby enhancing their creativity and communication skills.

Despite the potential of digital and multimodal platforms, such as podcasts, as media for conveying arguments, constructing a well-structured argument remains a significant challenge for many students. Sundari and Febriyanti (2021) show that the challenges students faced included difficulty in presenting arguments, finding supporting evidence, and analyzing opposing arguments due to a lack of knowledge, vocabulary, and practice. The same applies to oral arguments, Wang et al., (2020) exploring that many students continue to face challenges in developing arguments orally, especially among adolescent students. According to Gunawan et al. (2023) one of the challenges encountered is traditional passive learning methods, which limit opportunities for speaking practice, increasing speaking anxiety (Arifin & Pertiwi, 2021) and a teacher-centered approach that prioritizes reading and writing over oral production. This problem is also caused by students' lack of specific vocabulary needed to express ideas when arguing (Shunnar, 2022). This difficulty in expressing opinions also occurred when teachers did not provide preparatory or brainstorming media to support students, making it difficult for them to organize their thoughts (Valizadeh, 2022). This condition makes it difficult for students to construct complete arguments and support them with relevant reasons or evidence (Smith et al., 2016). Therefore, it is crucial to examine how the quality of students' arguments is reflected in digital media to better understand their quality beyond traditional written forms.

Several previous studies have employed Toulmin's Argument Model to analyze the structure and quality of arguments, making this framework appropriate for this study. Wicaksono et al., (2023) have used Toulmin's Argumentative Model to analyze the strength of an argument's structure, which demonstrates the implementation of this model to gain a clear understanding and analysis of how to present evidence and examples to prove that the argument is valid. Another research investigating the arguments' structure in a research article based on Toulmin's argumentative model was conducted by Bermani et al., (2017), which shows that most of the arguments in the introduction and discussion sections are well-reasoned by consisting of claim, ground, and warrant. A study by Sundari & Febriyanti (2021) and Siregar et al., (2021) examines that the Toulmin argument model serves as a comprehensive approach to evaluating the foundations of a valid argument because it provides a basic framework for the argumentation process. This model provides assessment guidelines based on specific criteria -including claims, data, warrant, back up, rebuttals, and qualifier- to determine the factual conditions of students' argumentation skills (Jumariati et al., 2021). This study shows that the Toulmin Model remains relevant as a framework for argument analysis by demonstrating the results of argument quality analysis and argument patterns in argumentative tasks.

However, there is a significant research gap in studies examining argument analysis, especially regarding the development of oral arguments in English as a foreign language (EFL) podcast assignments. Previous research has mostly focused on analyzing arguments in students' written work, such as essays and other argumentative writing. The novelty of this study lies in its focused analysis of the quality of students'

arguments in argumentative podcasts, thereby providing empirical evidence on the role of technology in the formation of argumentation in English classes and on how arguments are realized through video podcasts. Through this approach, this study aims to provide a deeper understanding of the results of argument analysis in video podcasts and to evaluate whether using podcasts, rather than written assignments, effectively helps students express their arguments. Therefore, the objectives of this study are to investigate the quality of students' arguments in argumentative podcasts by applying Toulmin's Argument Model.

## METHOD

This study employs a qualitative descriptive research design to evaluate podcasts as a learning medium that supports students' ability to convey an argument in their argumentative podcasts. The Toulmin's Argument Model is used in this study as an analytical framework to assess the strength and quality of students' arguments in the argumentative video podcasts they created. This approach is applied to strengthen analysis with a clear understanding of how to analyze arguments with a complete structure.

The data were drawn from students' argumentative podcasts, produced as part of an English assignment. This research was conducted at a state high school in Semarang, involving 12th-grade students who participated in learning activities to produce argumentative podcasts. In total, 28 podcasts created by students from five classes were analyzed for this study. To obtain relevant data for the research objectives, the researcher used a document to collect the data. The document referred to is the student's argumentative podcast. This analysis technique was used to examine in depth how students developed and organized their arguments in this podcast task.

The data collection process was carried out in several stages. First, students were asked to create an argumentative podcast. This project was completed in small groups of 3 to 4 peers. The criteria given as guidelines for students in creating podcasts were: 1) a minimum duration of 3 minutes and a maximum of 7 minutes, 2) Students are free to choose topics related to social issues, education, environment, and entertainment based on topics currently being discussed by the community or issues that are relevant to their lives, 3). To simulate the situation of a real podcaster, students were asked to divide roles, with some acting as hosts and others as guests. 4) Students were free to edit their podcast videos as creatively as possible. 5) The podcast results were collected via a Google Form link for each class to make it easier for researchers to assess and organize the data.

Data analysis was conducted systematically using the Toulmin Argument Model to assess the quality of students' arguments in the podcasts. All student podcast recordings were first manually transcribed by the researcher to ensure the accuracy of every statement. After the transcripts were completed, the researcher manually analyzed and coded the elements of the arguments, including claims, data, warrants, backing, rebuttals, and qualifiers. Each podcast was then categorized into four levels of argument quality: Incomplete, Semi-Complete, Almost Complete, and Complete, based on the presence and development of the Toulmin elements adapted from Wicaksono et al. (2023) and Bermani et al. (2017), based on the Toulmin (2003).

## RESULTS AND DISCUSSION

### Results

The researcher analyzed 28 argumentative podcasts using the Toulmin Argumentation Model to clarify the objectives of this study. The analysis focused on identifying argumentative components in the students' podcasts, including claims, grounds, warrants, backup, rebuttals, and qualifiers. After the data was collected, each transcribed podcast was carefully analyzed and categorized based on the completeness of these argumentative elements. This classification process aimed to evaluate the overall quality of students' well-structured oral arguments. The results of the analysis of these student podcasts were categorized into four categories: Incomplete, Semi-Complete, Almost Complete, and Complete arguments. This categorization enables the identification of patterns and the application of argumentative structures in creating the podcasts. The following are the results of the analysis conducted in this study, presented in the table below:

**Table 2.** The Distribution of the Quality of Students' Podcasts

Category	Arguments' Element	Frequency	Percentage%
<b>Complete</b>	Claim	5	18%
	Data		
	Warrant		
	Back up		
	Rebuttal		
<b>Almost Complete</b>	Claim	7	25%
	Data		
	Warrant		
	Back up		
	Qualifier		
<b>Semi Complete</b>	Claim	6	21%
	Data		
	Warrant		
<b>Incomplete</b>	Claim	10	36%
	Data		
<b>Total</b>		28	100%

Based on the table above, the findings of this study indicate the quality of high school students' argumentation in podcasts. A systematic evaluation of 28 argumentative podcasts using the Toulmin Argument Model revealed significant differences in how high school students structure their oral arguments in a multimodal format. The data showed that the "Incomplete" pattern was the most dominant, meaning that students typically presented a claim immediately followed by a reason, but lacked the logical bridges or warrant needed to connect their evidence to their conclusion. Although 21% of students reached the "Semi-Complete" pattern by including a warrant or justification, and 25% achieved "Almost Complete" status by adding evidence to support their reasoning, only 18% produced "Complete" arguments.

## Discussion

### Incomplete Quality Analysis of Students' Argumentative Podcasts

The first argument pattern most commonly found in this study was the incomplete pattern, which consists of two argument components: claim and data. Based on Toulmin's Argument Model, a claim is the main statement that serves as the basis for the argument that the writer wants to prove (Wang et al., 2020). In this case, the podcast host develops a theme around trending issues. The guest will present their arguments, providing evidence and reasons to support and strengthen the claim. Other elements are not found in the entire podcast. This pattern was found in 10 of 28 arguments, representing 36%. Examples of incomplete patterns are shown below.

Claim: *"Merah Putih aims to show teamwork and national unity, but from the trailer feels underfunded"*

Grounds: *"Because I'm here about some famous director Hanung Bramantyo. Making good animation usually needs at least 13 until 14 billion rupiah and around four or five years to make it. So of course, the quality of Merah one for all not as good as another animation."*

From the example above, it can be seen that the students presented two components of a Toulmin argument. The schematically incomplete pattern is shown in the figure below.



Figure 1. Incomplete Argument Pattern

The above excerpt shows a pattern of claim and grounds. The statement "the trailer feels underfunded" serves as the claim, which is the main opinion expressed by the student as a guest on the podcast about the film *Merah Putih One for All*. Meanwhile, the sentence "Because I'm here about some famous director" serves as the grounds.

*Handung Bramantio. Making good animation usually needs at least 13 until 14 billions rupiah and around four or five years to make it. So of course the quality of Merah one for all not as good as another animation.*” also serves as grounds, which are the reasons used to support the claim by giving another example from the film's director Hanung Bramantyo, through an explanation that high-quality animation production usually requires a budget of around 13-14 billion rupiah and a production time of around four to five years. This supports the argument that the funds allocated to *Merah Putih One For All* are not commensurate with the animated film's overall quality. The students demonstrated their ability to construct a basic argument structure by presenting a claim and immediately supporting it with reasons. This illustrates the relationship between the opinion and the evidence supporting it. However, the analysis above shows that the students' podcasts do not yet include other elements of the Toulmin Argument Model, such as the grounds, backing, qualifiers, and rebuttal; therefore, they are categorized as incomplete arguments. This indicates that the students have not explained why the evidence cited supports the main claim. The students also did not demonstrate a response to opposing viewpoints, as no opinions contradicted the main claim in this incomplete argument.

The dominance of incomplete arguments in this study indicates that many students still find it difficult to express their opinions without thoroughly explaining the logical connections between them. This may be because students are more accustomed to expressing their opinions and experiences through spontaneous speech than to organizing them into structured arguments in English. Related findings were also reported by (Wicaksono et al., 2023) who found that English as a Foreign Language (EFL) learners often struggle to develop more in-depth justifications and reasoning in the arguments they construct. This situation may also be influenced by limited vocabulary and a lack of argumentation practice or critical discussion activities in the classroom.

### Semi-Complete Quality Analysis of Students' Argumentative Podcasts

The second argument pattern identified in this study is a semi-complete argument, found in 6 of the 28 arguments analyzed (21%). The semi-complete argument pattern indicates the presence of three argument elements: Claim, Grounds, and Warrant. The element that strengthens the findings is the warrant, clear reasons linking the evidence and the claims presented (Sundari & Febriyanti, 2021). A warrant serves as a logical bridge linking data to a conclusion in an argumentative context (Trang, 2026). Based on the findings of the analysis, the researchers selected a podcast titled *“The Influence of TikTok”*. This podcast explores the main issue of how TikTok affects students' real lives. A more detailed explanation of the “semi-complete pattern” in this podcast is illustrated by the following excerpt:

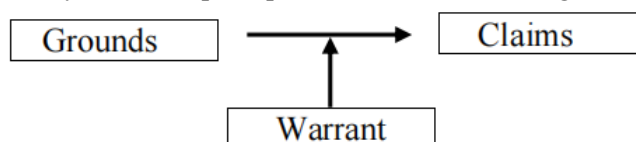
Claim: *“TikTok has both positive and negative impact on young people”*

Grounds: *“On the positive side, people can gain new knowledge, explore creativity, and connect with others. On the negative side, it can be addictive and sometimes exposes users to low-quality or harmful content”*

Warrant: *“So, It's like of a double-edged sword”*

*“It really depends on how people use it. If used wisely, it can be beneficial, but if not, it can have negative effects, especially for teenagers”*

From the example above, it can be seen that the students presented three components of a Toulmin argument. The schematically semi-complete pattern is shown in the figure below.



**Figure 2.** Semi-Complete Argument Pattern

The above excerpt illustrates the relationship between grounds, warrants, and claims in Toulmin's Argument Model. To present the main argument more strongly, the student concludes that TikTok has both positive and negative impacts and should be viewed from two perspectives. In this case, the warrant serves as a bridge between the claim and the grounds of the argument, clarifying why the cited evidence supports the main opinion or claim. The presence of these three Toulmin elements—claim, grounds, and warrant—means the student is able to develop a more structured argument rather than merely stating an opinion without explanation. By establishing a logical connection between the evidence and the claim, what is presented becomes easier for the audience to accept and understand. Based on Toulmin's Argument Model,

this argument is categorized as semi-complete because the student has not yet demonstrated a qualifier and rebuttals. The students agreed with the stated claim and thus did not mention specific cases or counterarguments to address opposing viewpoints. The absence of these elements indicates that the argument has not yet reached a more critical and comprehensive level of reasoning. Therefore, the argument can be classified as semi-complete.

Semi-complete arguments indicate that students are starting to connect statements with supporting evidence and basic reasoning. Nevertheless, these arguments tend to be simple and are based primarily on personal experience. These findings align with research conducted by (Sundari & Febriyanti, 2021). That study showed that students generally can construct the basic components of the Toulmin model. However, they still face difficulties in developing more in-depth arguments. This indicates that students possess basic argumentation skills but still require clear guidance to convey their ideas more critically and structurally.

### Almost-Complete Quality Analysis of Students' Argumentative Podcasts

The third argument pattern identified in this study is “Almost-Complete,” accounting for 25% of the data, with 7 out of 28 data items analyzed. Ness and Maher (2023) states that Toulmin’s main argument focuses on the elements of claim, data, backing, and warrant. A claim is a statement that is believed to be true, while data consists of statements, facts, or information intended as evidence to support the claim and linked to make the argument more convincing through warrants (Hikmah & Khoir, 2024). It is also necessary to mention the backing or widely accepted beliefs that explain why the main claim should be accepted. Based on the analysis findings, the researcher selected a podcast on “*Blind Boxes*”. This podcast explores the main issue surrounding the blind box trend, which has become popular and addictive among teenagers. A more detailed explanation of the “almost-complete pattern” in this podcast is illustrated by the following excerpt:

Claim: *“Blind box is mystery collectibles that everyone has been obsessed with lately.”*

Ground: *“They have become very popular across Asia, especially in countries like Japan and China”*

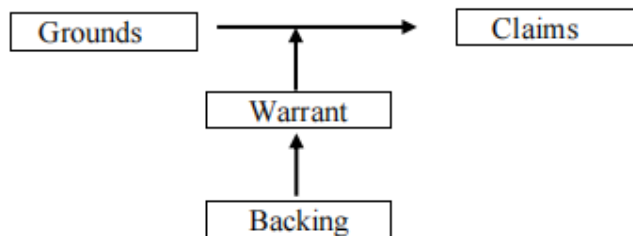
*“According to a recent survey, about 68% of buyers said blind boxes make shopping more fun”*

Warrant: *“They are very popular among teenagers and often sell out quickly”*

Backing: *“Lisa from BLACKPINK is known for collecting Labubu figures”*

*“Fans also enjoy collecting limited-edition figures, and some even resell rare ones at high prices”*

From the example above, it can be seen that the students presented four components of a Toulmin argument. The schematically almost-complete pattern is shown in the figure below.



**Figure 3.** Almost-Complete Argument Pattern

The excerpt and diagram above illustrate the relationship between the four elements of the Toulmin Argument: claim, grounds, warrant, and backing. The student aims to present a main argument about blind boxes—specifically, mystery collections—as a trend currently popular among teenagers. The student mentions that, according to survey results, 68% of buyers find purchasing blind boxes very enjoyable, and that blind boxes have become popular in Asia. To strengthen the argument presented, the role of the warrant is explained in the analysis. The student explains the logic by providing a supporting conclusion that blind boxes are very popular because they sell out very quickly among consumers. Stating that a phenomenon is popular implies it is actually happening, not merely an assumption. Here, the role of backing is demonstrated by citing a real-life example of a public figure who also collects blind boxes. No elements of Qualifier or Rebuttal were found in this podcast because the student agreed with the claim made and therefore did not mention specific cases or counterarguments to address opposing viewpoints; consequently, the argument can be classified as almost complete. Based on these findings, almost complete arguments indicate that students are able to organize their thoughts more effectively. They present clearer

reasoning and supporting details. However, their use of qualifying words and counterarguments remains limited. This may suggest that students feel uncertain or lack experience when confronted with opposing viewpoints in spontaneous discussions, leading them to prefer avoiding their opponents' arguments in oral interactions. These observations suggest that podcast discussions can aid in developing ideas and encourage interaction, but students may still struggle to articulate well-developed arguments in face-to-face conversations.

### Complete Quality Analysis of Students' Argumentative Podcasts

The last argument pattern identified in this study is a complete argument, found in 5 of the 28 arguments analyzed, accounting for 18%. The argumentative concept requires the writer or speaker to firmly defend their position with supporting evidence, while acknowledging other opinions and rebutting opposing viewpoints (Siregar et al., 2021). This concept is covered in the complete argument pattern, with a claim as the main statement that reflects the speaker's position, which must be supported by citing data and linked by a warrant to demonstrate the logical connection between the opinion presented and the reasoning provided (Liu, 2020) while also preparing a rebuttal to respond to objections or opposing viewpoints (Wicaksono et al., 2023). The analysis results for the complete pattern were taken from a podcast titled 'Electric Vehicles'. This podcast discusses electric vehicles as a solution to air pollution. A more detailed explanation of the complete argument pattern in this podcast is illustrated by the following excerpt:

Claim: "Electric vehicles can reduce air pollution."

Grounds: "According to reports from the world health organization and Kementerian Kesehatan Lingkungan dan Kehutanan show that air quality in several major city in Indonesia has been classified as unhealthy"

Warrant: "Electric vehicles do not produce gas emissions because they do not use fossil fuels, so it's not directly contribute to air pollution."

Backing: "In last year scientific report it was mentioned that more than 60% of air pollution in big cities come from motor vehicle"

"If you change the gasoline to electric car it will be more cheap, because from my experience I have been using electric motorcycle in one year"

(The reason is practical, the cars are still expensive, and charging stations are still rare)

Rebuttal: "The government have a plan to build more charging station, it's optimistic that in the future it will be better"

Qualifier: "Electric vehicle will start replacing gasoline vehicle but I think the government still not ready"

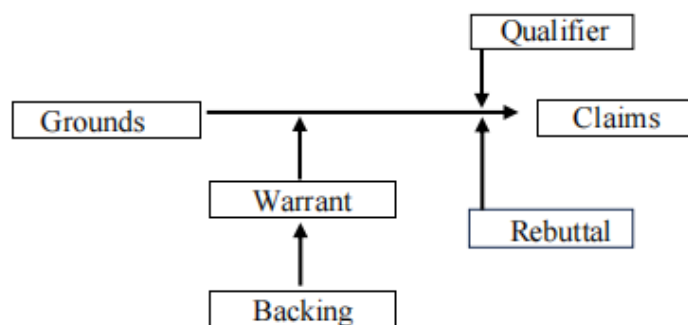


Figure 4. Complete Argument Pattern

The above excerpt illustrates the completeness of all elements of Toulmin's Argument Model, in which a student's objection is followed by a rebuttal that contrasts with the three argument patterns presented above. The main claim the student seeks to prove is that electric vehicles are a solution for reducing air pollution. The inclusion of data such as "According to a report from the WHO... air quality in several major cities in Indonesia has been classified as unhealthy" demonstrates that the main claim is strongly supported by data indicating that pollution levels in Indonesia are quite high. To connect the claim and the data, a warrant is presented as the logical conclusion or reasoning that makes the claim acceptable. The student concludes that since electric vehicles do not use fossil fuels, they do not produce emissions that cause air pollution. The intention is to fully convince the reader that electric vehicles are the right solution (claim) to address the pollution problem in several cities in Indonesia (grounds). The warrant presented is

further strengthened by supporting evidence, such as *“In a scientific report from last year...,”* and *“I have been using an electric motorcycle for one year,”* in which students attempt to present results based on research and personal experience. Nevertheless, this analysis contains a statement that contradicts the main claim: *“electric vehicles are still expensive, and charging stations are still rare,”* so it must be rebutted with the following statement: *“The government has a plan to build more charging stations, and it is optimistic that the situation will improve in the future.”* The purpose of this rebuttal is to argue that, despite charging stations still being rare, we should remain optimistic that the government will improve the system by building many charging stations in the future. This statement supports the main claim that electric vehicles are the right solution despite existing shortcomings. The final element in this pattern is the qualifier, in which the student acknowledges that electric vehicles are not yet perfect. The inclusion of the qualifier here prevents the main claim from being overstated.

These findings were presented to fulfill the research objective regarding the quality of students' arguments presented through podcasts. Across the four argument patterns analyzed, nearly every category showed varying levels of argument completeness, generally indicating that students possess differing abilities in constructing coherent arguments. Most students were able to present their arguments (claims) supported by data, although many still lacked more complex elements such as qualifiers and rebuttals. This suggests that students tend to provide responses aligned with their claims without offering opposing opinions or presenting counter-arguments; consequently, the elements most frequently appearing in argument construction through podcasts were claims, data, warrants, and backing. These four elements are interconnected, strengthening the arguments presented by students. Based on the findings, there is a need for a more targeted argumentation design to train students to develop elements within the Toulmin model, in particular. Furthermore, the use of podcasts as a learning medium has been shown to support students in presenting arguments, specifically claims and evidence, in a more contextual manner. Students appear more natural in sharing experiences, stories, real-life examples from their surroundings, and opinions verbally through podcasts. This is reinforced by the findings that the majority of podcasts already demonstrate argument quality categories ranging from semi-complete to almost-complete, indicating that students have demonstrated the basic elements of an argument, even if they are not yet fully complete. The integration of podcasts, particularly in argumentative learning in EFL classrooms, must be accompanied by sustainable teaching strategies so that it not only helps students express their opinions more effectively but also enhances their critical thinking skills and creativity in constructing more comprehensive arguments.

## CONCLUSION

This study concludes that high school students demonstrate varying levels of proficiency in constructing arguments through podcasts, with the majority producing “Incomplete” arguments consisting only of claims and data. Although the integration of digital media, such as podcasts, provides an innovative platform for oral argumentation and helps students express ideas beyond traditional written forms, many students still struggle to incorporate advanced Toulmin elements, such as justification, support, rebuttal, and qualification. Specifically, only 18% of the analyzed podcasts achieved a “Complete” argument structure. These findings highlight that the majority of students have not yet dared to present counterarguments, instead merely offering claims and supporting data without rebutting opposing arguments or qualifying their claims to limit their scope. These results indicate that while podcasts are an effective tool for students to express ideas more creatively and flexibly as a transition to digital media, students require further support and preparatory materials to help them organize their thoughts and construct well-structured arguments in oral and multimodal contexts. To maximize the potential of podcasts for developing critical thinking and comprehensive argumentative skills, the integration of podcasts into EFL instruction must be accompanied by a targeted, sustained approach that ensures it not only improves oral proficiency but also strengthens critical thinking and the construction of comprehensive arguments.

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