

CHAPTER I

INTRODUCTION

This chapter is all about the background of the study, the way of a researcher formulating the problem, purposes of this study, the significance of the study, scope, and limitation of the study, and the key term definition.

A. Background of the research

Debate is one way to learn English faster especially in the speaking skill. This argument is supported by Tillman Huett-Leassman as the teacher and coach in one of China's schools. In his article, he said that he never be he is now if he never did debate. As a teacher or as a student before he could get some benefits for in debate students should think fast (Huett,Tillman,2017). Activities like this can make students think faster to synthesis any information that may support their arguments or their solutions (Branham,Robert&Meany, 1998).

In most situations, they are not only preparing information for the pro side which is supporting their arguments but also for contra side. If this situation continues, they get used to be more objective and make them have critical thinking. Moreover, it provides an experience by which students can develop competencies in

researching current issues, preparing logical arguments, actively listening to various perspectives, differentiating between subjective and evidence-based information, asking questions, integrating relevant information, and formulating their own opinions based on evidence (Derby, 2007).

Also, in some literature, it has been mentioned that debate skill is very useful for students to achieve their confidence (Doody, 2012). Students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways than by passively absorbing information (Bonwell and Eison, 1991). Another advantage for debaters, they can build the skill for reasoning. Those benefits are because students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information (Bonwell and Eison, 1991). In conclusion, the debate is necessary for students in their school although not all school teaches their students how to debate which is very unfortunate. But in public school that does not have the debate in their curriculum, they still have argumentative writing and speaking to be taught.

In Indonesia for the third level of senior high school and third level of junior high school students learn agreement and disagreement which is similar to arguing (K13, 2016). The theory of agreement and disagreement also can be found in the pragmatics theory in the book of Brown and Levinson. The similarity of the curriculum that has been thought in the third grade of junior and senior high school in

Indonesia with the theory of agreement and disagreement brought the researcher into this research.

The idea of this research is to make some analyses through the real debate competition about agreement and disagreement according to the theory of Brown and Levinson. The researcher chooses a final debate from World University Debate Competition 2019 to be analyzed because the researcher believes that the sample can be generated as the latest debate sample and the highest level of competition. So the breakdown of this video is more useful than any other local or lowest competition level video.

The researcher chooses a video of final debate WUDC (World University Debate Championship) because of this competition one of the highest and the top event that can be reached by debaters. This research can be used by any debaters for any level from the beginner since it can help them evolve faster by knowing and learning what kind agreement and disagreement, they should use any kind of token in some context in the WUDC's final are used. So, the level of reader or debaters is not an issue for this research since it should be used by any level of debaters or students.

Token, hedges and any attributes from agreement and disagreement in this thesis can be called by language realization. And this thesis has an object of debate as to the focus than the researcher called language realization in debate competition,

World Universities Debate Championship 2019 in this thesis as one of key term and research problem. Hedges is the word or utterance that has meaning to save the speaker from violating herself image. So, the speaker can be called as a polite person simply. In this focus, agreement, and disagreement the hedges can be the utterance like “I presumably believe..” or “ In my opinion”. These utterances have similar function and meaning also can be found in the curriculum but have less variation. Then, a token is a word that reflected the meaning of agreement or disagreement. For example “ Yes,” or “Uh, nope”. And many more explanations are in chapter II.

The data that is found in this thesis is the description and some language realization in performing agreement and disagreement from the theory that has been brought by Brown and Levinson. Language realization is the way speakers performed their utterance, token, and any attributes which in this context is agreement and disagreement. Some utterances are simple and easy to memorize but they have many varieties that can be used as additional material for the curriculum. This material is the latest sample that researcher could find in order to give the newest material for its contribution to the curriculum,

As the trend of debate is increasing year by year the way to debate a little bit different year by year. It makes its own problem (Wyss, 2015). First, because it is a competition that assessment the quality of debaters and the judges take their assessment based on their rubrics and no one knows what makes their speech better

than others or worse than others. It is also because there are some serious events that almost always has been held every year to find the way they judge. They made some conferences for some tournaments (Allan, 2010).

Because of the changes the researcher really needs to make an analysis of the developing of debate especially the change in debate competition, in order to make the latest analysis that focusing on agreement and disagreement. It is very important to make an analysis that can be used in the developing new curriculum. But this research is not used to give justifications of the curriculum. This is only an analysis of real-world competition.

But those problems are not the true reasons why the writer conducts the research that analyzes. The true reason is that Debate is one way to perform argumentation. And argumentation is one of the Indonesian curricula that has been taught since junior high school. This research should be perfecting the aspect of agreeing and disagreeing in giving an opinion, especially in the material of education. So, the researcher believes that it is very necessary to conduct research focusing on any utterances that perform agreeing and disagreeing in order to give a contribution to the curriculum especially in the material of giving an opinion.

The previous studies had contributions both in debate or education. For example the finding from the research from Doody and M.Condon by the title

Increasing students involving and learning using debate. In their research, they said that there are some changes from the students who are involving in the debate class. The positive results from that research are the thing that motivated the researcher believes the debate is good for students. But, performing agreeing and disagreeing is the subject that has not been touched yet. However, agreeing and disagreement is the basis of argumentation or debate. So, finding the varieties of agreement and disagreement is simple but useful.

This study tries to collect the authenticity of the spoken language that performed by the debaters. Those spoken data are collected and studied as a linguistic study. This study attempts to identify patterns of language uses. These patterns are relevant to the theory of agreement and disagreement proposed by Leech and Brown. In addition quantitative research is carried out in this study.

From those reasons the researcher chooses the qualitative research with pragmatics theories, specifically in performing agreement and disagreement entitled “AGREEMENT AND DISAGREEMENT PERFORMED IN THE WORLD UNIVERSITIES DEBATE CHAMPIONSHIP 2019”.

B. Research problems

The researcher conducts the research problem in the form of the question that have to be answered with the methodology that is explained in the next chapter, and those questions are:

1. What is linguistics realization of agreement and disagreement used by debaters in WUDC 2019?
2. What politeness strategies performing agreement and disagreement are used by debaters in their speech?

C. The objectives of the research

The researcher aims the result of this research into these objects, and those are:

1. To know the exact linguistics realization of agreement and disagreement used by debaters in WUDC 2019.
2. To know what politeness strategies performing agreement and disagreement are used by debaters in their speech.

D. Significance of the research

This research is one of the other researches that used library research as the approach of the research. The significance of this research is mainly to give a contribution to the reader. Those readers can be classified as government teachers, students, parents, or even other researchers. The government can use this finding to develop a new curriculum about agreement and disagreement in the next curriculum. The teacher uses this to develop the way her students to arguing. Students and parents use this as any literature that can complete their reading material. For other researchers, it should be one of the additional references. So, it should be useful depending on the person who reads it.

E. Scope and limitation

This research only finds some utterance of agreement ad disagreement also the token. So, the researcher can find the linguistics realization in the debate. In addition, the researcher also analyses the strategy that debaters used. The repetition that appeared is also analyzed since it is the way the hearer show agreement. The way and any verity of avoiding disagreement and providing disagreement are also analyzed. So, there are some strategies in positive politeness but this research only focusing on agreement and disagreement aspect since the object is debate and has a lot of pro and contra opinions.

F. Definitions of the key term

The debate is the way people arguing and giving their own perspective on what issues that occur. The reasoning is the way to support our arguments to be acceptable for the hearer. Formal arguments or discussion of a question (Hornby.A.S, 2007).

WUDC (World Universities Debating Championship) is a parliamentary debating tournament held in British Parliamentary Debate format involving four teams of two people in each debate.

Positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/acquisitions/values resulting from them) should be thought of as desirable (Brown,1987)

The agreement according to the Cambridge dictionary is the situation in which people have the same opinion, or in which they approve of or accept something.

Disagreement is the situation when someone opposing someone's idea and opinion. But in human life, people avoid disagreement by twisting their disagreement to look like agreement (Brown, 1987)

Linguistics Realization is simply a synonym of tokens, hedges, utterances and any attributes that accrued when the speaker delivering their agreement and disagreement.