

## **CHAPTER II**

### **REVIEW RELATED LITERATURE**

In this chapter, provides the theory that used on this thesis. The definition of each variable will be discussed furthermore in order to give a brief explanation. The paragraph of these chapters is descriptive paragraphs. The last paragraph is related to studies and previous studies.

#### **A. Pragmatic**

##### **a. Definition and scope**

Pragmatic is simply a discipline that focuses on the study of language use or language realization and its meaning to speaker and hearer. Pragmatic simply has two scopes or area in general( Leech,2014). The first area is pragmalinguistics that focuses on pragmatic and linguistics realization which this research focuses on. The second is the sociopragmatics area, this area focuses on society and pragmatics as the correlation in between. So, the orientation of this research is pragmalinguistics.

**b. Politeness**

It is very important to give a description of politeness since it is the core of the theory of agreement and disagreement. Positive politeness is the theory that has been appeared a decade ago. Positive politeness is one of the strategies to save face. Face here does not mean literally a face that we have in our bodies. It is more likely a position of us or our self-image that we want people to be seen (Brown, 1987). In every country in the world, every human is demanding to be treated politely. Then to fulfill this desire human need a strategy to treat human politely in order to save the speaker face or self-image (Leech, 2014).

Some times in arguing with someone in the common conversation Brown believes the speaker uses this strategy to save the face, and called negative politeness strategy. Negative politeness is intended to avoid giving offense by performing questioning, hedging and presenting disagreement as opinions (Brown, 1987).

**c. Agreement and disagreement**

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 (Hornby, A.S, 2007). This definition is not

too far from the agreement in the strategy of a positive face. But in the pragmatic agreement is a strategy to make the speaker to stress his agreement with hearer and therefore to satisfy hearer's desire to be 'right', or to be corroborated in his opinions(Brown,1987).

When someone shows their opinion on something but in this thesis is the motion of debate, there is a tendency to show agreement and disagreement to show their interest. The simplest way to show their interest is to intensify their agreement, by using such intensifiers such as exactly and absolutely (Leech, 2014).

Example:

A: And well, people did not have computers.

B: Exactly, exactly and it, it really has made a big difference.

Another way to show the emphatic agreement is to use a stronger synonym as a descriptive term.

Example:

A: This is a beautiful day, isn't it?

B: Yes it's gorgeous.

The agreement may also be stressed by repeating part or all of what the preceding speaker has said, in a conversation. Repeating is used to stress emotional agreement with the utterance (or to stress interest and

surprise). It is possible to answer a question by repeating part of it, rather than simply by 'yes' or 'no'(Brown,1987).

Disagreement, on the other hand, is a similar way to perform the idea but to perform the idea without treating the face disagreement should be "avoided. The avoid in this term means twisting the disagreement to be seen as agreement. In a simple word the hearer pretending to agree. The indication of disagreement can be found in the utterance that has disagreement token. The example is the utterance " Yes, that is true but...". So the token is an indication of agreement and disagreement (Brown,1987).

Not only the token is the indication of agreement and disagreement but also hedging opinions is the indication of agreement and disagreement. Speaker may choose to be vague about his own opinions, so as not to be seen to disagree. Hedging that may occur more likely intensifying modifiers such as absolutely, completely, and the like(Brown,1987).

There are various devices in English for expressing one's opinion in an indirect objection. This happens sometimes if there is a conflict with the opinions. "I think" or "I don't think" is a common preface to an expression of opinion (Leech,2014).

## **B. Argumentation**

### **a. Definition**

Argumentation uses logic, persuasion, and various debate tactics to arrive at a conclusion. When a debater or negotiator follows the rules of argumentation, she backs up her ideas with very systematic, careful reasoning that makes her conclusion strong and believable. So, argumentation has meant "presentation of formal arguments," from the Latin root argumentation, "the bringing forth of a proof"(Branham, 1998).

### **b. Components of argumentation**

In *The Uses of Argument*, Toulmin proposed a layout containing six interrelated components for analyzing argument (Toulmin, 1958):

**Claim:** Conclusions whose merit must be established. For example, if a person tries to convince a listener that he is a British citizen, the claim would be "I am a British citizen." (1)

**Data:** The facts we appeal to as a foundation for the claim. For example, the person introduced in 1 can support his claim with the supporting data "I was born in Bermuda." (2)

**Warrant:** The statement authorizing our movement from the data to the claim. In order to move from the data established in 2, "I was born in Bermuda," to the claim in 1, "I am a British citizen," the person must supply a warrant to bridge the gap between 1 & 2 with the statement "A man born in Bermuda will legally be a British Citizen." (3)

**Backing:** Credentials designed to certify the statement expressed in the warrant; backing must be introduced when the warrant itself is not convincing enough to the readers or the listeners. For example, if the listener does not deem the warrant in 3 as credible, the speaker will supply the legal provisions as a backing statement to show that it is true that "A man born in Bermuda will legally be a British Citizen."

**Rebuttal:** Statements recognizing the restrictions to which the claim may legitimately be applied. The rebuttal is exemplified as follows, "A man born in Bermuda will legally be a British citizen, unless he has betrayed Britain and has become a spy of another country."

**Qualifier:** Words or phrases expressing the speaker's degree of force or certainty concerning the claim. Such words or phrases include "possible," "probably," "impossible," "certainly," "presumably," "as far as the evidence goes," or "necessarily." The claim "I am definitely a British

citizen" has a greater degree of force than the claim "I am a British citizen, presumably."

In conclusion, the first three elements "claim", "data", and "warrant" are considered as the essential components of practical arguments, while the second triad "qualifier", "backing", and "rebuttal" may not be needed in some arguments.

## **C. Debate**

### **a. Definition and scoring in debate**

A debate is a form of public discourse; it is a formal oral contest or competition in argumentation between two or more people on a defined proposition at a specific time. A debate is a formal, disciplined, and rule-governed contest/competition that is conducted within a set framework. A debate may be single participants or teams that include several students. In some debate, two teams are presented with a proposition that they will debate, with each team given a set period of time to prepare their arguments. Debates are performed in a structured setting that gives all participants a chance to present and defend their arguments (Branham,1998).

The writer does the research on one debate format only that is the British parliamentary debate. The British Parliamentary debate format differs from many other formats because it involves four teams and not two. Two teams called the “First Proposition” and the “Second Proposition” teams, are charged with the responsibility of supporting the proposition while two other teams, “First Opposition” and “Second Opposition,” are charged with opposing it (Robert Trapp,2013).

Every speaker is allowed to make a speech and a maximum of seven minutes. Every team consists of two speakers or debaters. These following charts describe the basic format and time limit in British parliamentary debate (Robert Trapp,2013).

**Table 2.1 Role and time limit of debaters**

Speaker	Time
Prime Minister 1 <sup>st</sup> speaker for 1 <sup>st</sup> proposition	7 Minutes
Leader of Opposition 1 <sup>st</sup> speaker for 1 <sup>st</sup> opposition	7 Minutes
Deputy Prime Minister 2 <sup>nd</sup> speaker for 1 <sup>st</sup> proposition	7 Minutes
Deputy Leader of Opposition 2 <sup>nd</sup> speaker for 1 <sup>st</sup> opposition	7 Minutes
Member of Government 1 <sup>st</sup> speaker for 2 <sup>nd</sup> proposition	7 Minutes
Member of Opposition 1 <sup>st</sup> speaker for 2 <sup>nd</sup> Opposition	7 Minutes
Government whip 2 <sup>nd</sup> speaker for 2 <sup>nd</sup> proposition	7 Minutes
Opposition Whip	7 Minutes



2 <sup>nd</sup> speaker for 2 <sup>nd</sup> Opposition	
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In debating contexts, speakers are scored according to three categories: Matter, Manner, and Method. The matter is the category that assesses the content of a speaker's speech which includes the arguments and evidence that they present to support his/her team's side of the topic. The manner is the category that assesses the way in which a speaker presents his/her material and usually includes factors such as eye contact, gesturing and voice projection. The method is a category that assesses the way in which a speaker structures his/her speech and includes factors such as dynamics (the way that a speaker responds to their opposition's strategy) and rebuttal. The specific assessments are criteria of Matter, Manner, and Method depends on the rules under which the debate is conducted. This specific aspect of this scoring depends on the conference that was held before (Allan, 2010).

**b. WUDC**

WUDC or World Universities Debate Championship is one of debate competition that annually is held every year and international scale. This event is followed by every student around the world for each category. The categories are based on their language accusation;

those are English as a second language and English as a foreign language. This research chooses the category of English as a foreign language since it will be beneficial if the researcher chooses that because Indonesia is the country that uses English as a foreign language too (WUDC. 2019).

## **D. Curriculum**

### **a. Definition and implementation**

Curriculum based on etymologies is a plan of lesson. That was from English language (Echols,2005). And another definition curriculum itself was coming from “currere” it means running fast, hurry, explore, and struggle. In this term also has meaning that “currere” is the route for running. In conclusion curriculum is a bunch of lesson plan that must be accomplish by students to finish their study.

In Indonesia according to UU No.20 tahun 2003 pasal 1 ayat 19, curriculum is a bunch plan and system in education that has purpose, material and the way of teaching that used to guide the teaching activities to achieve the target that has been mentioned

before. The implementation of curriculum has been started since 1947 and the latest curriculum is K13.

#### **b. Competence**

K13 is the name of the curriculum used in Indonesia in the system of education. Basically, it was the curriculum that changes the curriculum before, Curriculum 2006 or it familiar to be called KTSP. K13 has four aspects to develop for students. Those aspects are the aspect of knowledge, aspect of the skill, aspect of attitude, and the last is the aspect of manner.

In the K13 it contains some competences the first is what it's called by *kompetensi inti* and the second is *kompetensidasar*. *Kompetensi inti* is contained with what had explained before. It has four aspects to achieve by students. And *Kompetensidasar* is simply the competence for every lesson that comes from *Kompetensi Inti*.

In this research, the researcher had mentioned that this research has significance in the curriculum and the question is what specifically the significant that the researcher aimed. There is a sentence mentioned that students have to purpose opinion, agree or disagree in the level of junior high school and senior high school. Specifically, it

was mentioned in kompetensi dasar for level two and three, see more in the appendix to know what the researcher means.

### Table 2.2 Competence of K13 in junior high school

Kelas VIII

Tujuan kurikulum mencakup empat kompetensi, yaitu : (1) Kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler dan atau ekstrakurikuler.

Kompetensi Inti	Kompetensi Inti
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak nyata	4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori
Kompetensi Dasar	Kompetensi Dasar
3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulisan yang melibatkan tindakan meminta perhatian, mengecek	4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja serta <u>meminta</u>

pemahaman menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	dan mengungkapkan pendapat dan <u>menanggapinya</u> dengan memperhatikan struktur teks, dan unsur kebahasaan sesuai konteks
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**Table 2.3 Competence of K13 in senior high school**

Kelas XII

Tujuan kurikulum mencakup empat kompetensi, yaitu : (1) Kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler dan atau ekstrakurikuler.

Kompetensi Inti	Kompetensi Inti
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak nyata	4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori
Kompetensi Dasar	Kompetensi Dasar
3.2 menerapkan fungsi sosial, struktur teks, interaksi transaksional lisan dan tulis yang melibatkan tindakan	4.2 menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan <u>tindakan memberi dan</u>

memberi dan meminta informasi terkait pendapat dan pikiran sesuai dengan konteks penggunaannya. (Perhatikan unsure keahsaannya <i>I think, I suppose, in my opinion</i> )	<u>meminta informasi, terkait pendapat dan pikiran</u> , dengan memperhatikan fungsi sosial, struktur teks, dan unsure keahsaan yang benar dan sesuaikonteks
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In kompetensi inti there was an aspect of knowledge that targets students to achieve their knowledge in memorizing and using utterance to purpose their opinion. This research hopes can give a contribution to this area of knowledge by giving varieties of utterances.

#### **E. Previous study**

There are some previous studies that contribute their research on agreement and disagreement itself or debate deeper. Some of them are the research from Doody and M.Condon by the title “Increasing students involving and learning using debate”. In their research, they said that there were some changes from the students who were involved in the debate class. Students developed critical thinking at the same time developing confidence (Doody,O&Condon M. 2012).

This research was also supported by some articles that such as the article by the title The benefits of debate “Why supporting high school debate

is a worthwhile project". The same results were revealed, in addition, students have improved in emotional maturity (Rowland hall, 2010).

The research that focused on the developing debate is from the research by the title A Decline in the Quality of Debate. This research found that the quality of debate was changed since (1968–2014). It was because of several changes that made debate became like today (Wyss, Dominik.2015).

Finally, there is research that can be classified as the foundation of this research. The title of the research is politeness strategies in disagreement used by English department students of the Muhammadiyah University of Surakarta written by Gaspie. The same purposes and methods are applied in this research but the object of the research is very different. The researcher uses the record or a video about debate competition that has a lot of data of token hedging or any attribute of agreement and disagreement (Gaspie. 2014).