

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the underlying theories used in this research. Some theories which are used to analyze the data in this research are, sociolinguistics, pragmatics, politeness, politeness strategies, and debate.

A. Sociolinguistics

There are so many views in defining the term Sociolinguistics. But according to Jinyu (2014: 92) Social sociolinguistics can be defined by simplicity and complexity. Simply speaking, the main content in Sociolinguistics is about the relationship between language and society. Specifically, the main content in Sociolinguistics is about language structure and social context. Sociolinguistics has used a new perspective and analysis method for the language which can help us to understand the nature of language better. Understanding of the sociolinguistic phenomenon, and help anatomy of the social problems, so it has important research significance.

Wardaugh (2006 : 10) is also explains that There are several possible relationships between language and society. Linguistic structure and behavior may be either influenced or determined by social structure. The age – phenomenon can be taken as the evidence in this view. Young children will speak differently than older children. Children will speak differently from mature adults. It will show that the

varieties of language that speakers use reflect such matters as their regional, social, or ethnic origin and possibly even their gender; and other studies which show that particular ways of speaking, choices of words, and even rules for conversing are in fact highly determined by certain social requirements.

Sociolinguistics should encompass everything from considering ‘who speaks (or writes) what language (or what language variety) to whom and when and to what end’ (Fishman, 1972b, p. 46), that is, the social distribution of linguistic items, to considering how a particular linguistic variable (see above) might relate to the formulation of a specific grammatical rule in a particular language or dialect, and even to the processes through which languages change.

In reference to those definitions above, we can take a conclusion that Sociolinguistics is about language and society. Language is used by the speakers depends on the social context.

B. Pragmatics

Pragmatics is a branch of linguistics, Yule (1996: 4) stated the definition of Pragmatics that is “Pragmatics is the study of the relationship between linguistic forms and the users of those forms”.

In addition, Yule (1996: 3) divides the definitions of pragmatics into four; The first pragmatics can be defines as the speaker meaning. Means that pragmatic is study about meaning as communicated by the speaker which is interpreted by listener. Secondly, Pragmatics is

defined as the study of contextual meaning means that the importance interpretation of what people means in particular context and how the context influences what is said. Thirdly, Pragmatics is the study of how more gets communicated than is said. It means that this type explores how a great deal of what is unsaid is recognized as part of what is communicated. And the last, Pragmatics is the study of the expression of relative distance. In this case, pragmatics more concern with the study of the utterance that should be said or unsaid which depend on the relationship between the speaker and the hearer in terms of physical, social, or conceptual, implies shared experience.

From all those explanations above, it can be taken the best definitions that pragmatics is one of the linguistics' branch which study about how people use language in their daily communication which is the interpretation is always depend on the context.

C. Scope of Pragmatics

1. Politeness

According to Madayani (2014: 90) Politeness is defined as taking account of sense: feeling of others, making addressee feel at ease or comfortable. Linguistically, is speaking properly to the relationship between speaker and hearer. It requires understanding how language works in variety of social context. This theory has supported by some definitions which have been mentioned above.

2. Relation between Cooperative Principles (CP) and Politeness Principles (PP)

In pragmatics, people study about Cooperative Principle and Politeness Principle where Cooperative principles was introduced by Grice and it is used to maintain cooperation between the speaker and hearer during the conversation which can be reached when the conversation has a clear of information and same understanding between speaker and hearer. Grice (in Leech, 1983: 84-102) proposed a general principle in using language. This Cooperative Principle is the broken down into four maxims that guide us how to communicate, they are; Maxim of Quantity, Maxim of Quality, Maxim of Relation, and Maxim of Manner.

a. Maxim of Quantity

Choyimah (2015: 17) concluded that this maxim of quantity is deals with the quantity of the information we need to share with others. So, we will be able to measure how much information is needed whether it is too much or too little. Too much and too little information will not result in maximally efficient communication. For example: at a particular stage I need four screws, I expect you to hand me four, rather than two or six.

b. Maxim of Quality

Choyimah (2015: 17) the maxim suggests us to be honest and sincere because being honest and sincere is an obligatory in

human communication as the analogy is the following case: if I need sugar as an ingredient in the cake you are assisting me to make, I do not expect you to hand me salt.

c. Maxim of Relation

Choyimah (2015: 17) the maxim suggests that in communication the topic in conversation must be relevant. We need to be relevant with current exchanges as the analogy is as follows: if I am mixing ingredients for a cake, I do not expect to be handed a good book.

d. Maxim of Manner

Maxim of manner allows the debaters to 'be perspicuous'. In fulfilling the maxim of manner, the speaker should avoid obscurity of expression, ambiguity, unnecessary prolixity, and he/she also should be able to explain his/her information in order. For example:

A: I'm not sure if this makes sense, but the car had no light.

The analogy of this maxim is I expect a partner to make it clear what contribution he is making, and to execute his performance with reasonable dispatch

Cooperative principles are needed to relate between sense and force. This cooperative principle cannot explain (i) why people are often use indirect speech in a conversation and (ii) what is the relation between sense and force in non-declarative type of

sentence. (1983: 80) but Leech (1983) recommends politeness principles which will be discussed in the following section.

3. Politeness in terms of principle and maxims

Leech (1980[1977] and 1983a) in Thomas (1995: 158) sees politeness (and the related notion of tact) as crucial explaining 'why people are often so indirect in conveying what they mean' and (1983a:80) as 'rescuing the Cooperative Principle' in the sense that politeness can satisfactorily explain exceptions to and apparent deviations from the CP. Leech introduces the concept which are relevant for the present that is pragmatic principle.

a. Pragmatic Principle

Leech introduces the Politeness Principle (PP) which runs as follows: Minimize (all things being equal) the expression of impolite beliefs; Maximize (all things being equal) the expression of polite beliefs.

According to Leech in Thomas (1995: 159) sees that Politeness principle is seen of being the same status as Grice's Cooperative principle which is rescued by explaining why speakers do not always observe the Gricean Maxims. There is an evidence that people do respond of politeness consciously, for example people will often explicitly mark the fact that they do not intend to focus and intend to observe politeness norms. Leech is only talking about the expression of impolite beliefs – what a person is thinking

or implying is a very different matter. Speaker has impolite thoughts or feelings, which she has not hesitated to convey indirectly.

Leech in Thomas (1995: 160) introduces a number of maxims which, he claims stand in the same relationship to the Politeness Principle as Grice's Maxims (Quality, Quantity, Relation and Manner) stand to the Cooperative principle. These maxims are necessary in order to 'explain the relationship between sense and force in human conversation'. The main maxims are: Tact, Generosity, Approbation, Modesty, Agreement and Sympathy (to which are added an assortment of 'sub-maxims').

1) The Tact Maxim

The tact maxim state: 'Minimize the expression of beliefs which imply cost to other; maximize the expression of beliefs which imply benefit to other.' We can use 'minimizers' to reduce the implied cost to the hearer:

Just pop upstairs and...

Hang on a second!

I have got a bit of problem.

Whether or not the strategy of minimizing the 'expression of cost to other' is perceived as polite or not may be highly culture – specific. A second aspect of the Tact Maxim is that of mitigating the effect of request by offering optionality.

As stated in Thomas (1995: 161) the third component of Tact Maxim is the cost/benefit scale: if something is perceived as being to the hearer's benefit, X can be expressed politely without employing indirectness: *Have a chocolate!* However, if X is seen as being 'costly' to the hearer, greater indirectness may be required: *Could I have one of your sandwiches?* Here again there is an obvious connection with the 'size composition' dimension.

2) The Generosity Maxim

Leech's generosity maxim states: 'Minimize the expression of cost to other; Maximize the expression of benefit to other.' As Leech indicates, language/cultures vary in the degree to which you are expected to apply this maxim – under applying it will make the speaker appear mean (*have a peanut!*), over applying it will seem sarcastic, as the following example illustrate:

Example 13

Basil Faulty to his wife.

Have another vat of wine, dear.

Example 14

Basil's wife is in hospital:

You just lie there with your feet up and I will go and carry you up another hundredweight of lime creams....

(Thomas, 1995: 162)

3) The Approbation Maxim

The Approbation maxim states: 'Minimize the expression beliefs which express dispraise of other; maximize the expression of beliefs which express approval of other.' The operation of this maxim is fairly obvious: all things being equal we prefer to praise others and if we cannot do so, to sidestep the issue, to give some sort of minimal response (*Well...*) or to remain silent. This is the following example:

A: Her performance was magnificent, wasn't it!

B: Was it?

(Leech, 1983: 135)

By supposing both *A* and *B* were the audience of a certain performance. *A* does an approbation maxim by maximizing praise of other, while *B*'s replying to *A* by questioning back, implies that *B* disagree with *A*'s statement.

4) The Modesty Maxim

The Modesty Maxim states: 'Minimize the expression of praise of self; maximize the expression of dispraise of self'.

This is another maxim which varies enormously in its application from culture to culture. The following example is a fairly typical example of the way in which the Modesty maxim operates in British English. It is worth noting that speaker B consistently invokes the Approbations maxim, while speaker A is invoking the Modesty Maxim

Example 15

A and B were giving a series of lectures in a foreign country where decent coffee was an uncertain commodity.

At the airport A had bought a good supply of ground coffee and a gadget for percolating it. She makes a first attempt at using it:

A: This isn't bad is it?

B: The coffee? It is very good

A few later she makes some more:

B: This coffee's very good

A: Not bad, is it?

(Thomas, 1995: 164)

5) The Agreement Maxim

The agreement maxim runs as follows: 'Minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other.' As with

all the other maxims, the usual caveats apply concerning the need to take account relationship between speaker and hearer and of the nature of the interaction in which they are involved. Agreement maxim can be seen through *assertive* utterances, the example is shown below:

(a) A: It was an interesting exhibition, wasn't it?

B: No, it was very uninteresting.

(b) A: A referendum will satisfy everybody.

B: Yes, definetely.

(c) A: English is a difficult language to learn

B: True, but grammar is quite easy.

(d) A: The book is tremendously well written.

B: Yes, well written as whole, but there are some rather boring patches,

don't you thing?

(Leech, 1983: 138)

The examples above shows that there are three kinds of different agreement sentences, they are: agreement, complete disagreement and partial disagreement. The complete disagreement is shown by sentence *a*, that sentence shows that *B* is disagree with *A*. Here *B* directly says the opposite opinion from Agreement is simply said by sentence *b*, in which *B* could not agree anymore with *A*'s statement. The last is the example

of a partial disagreement which is shown by sentence *c* and *d*. Partial disagreement is often preferable to complete disagreement, it conveys the disagreement indirectly way and tries to offer another option.

6) Sympathy Maxim

Leech (1983: 138) states that in this type of maxim, condolences and congratulations are included into courteous speech acts, even though condolences are used to share one's sorrow. For this reason, sympathy maxim minimizes antipathy between self and other and maximizes sympathy between self and other. The example below will give explanation:

(a) I'm terribly sorry to hear about your cat.

(b) I'm delighted to hear about your cat.

(Leech, 1983: 138)

From the utterances above, the utterance *(a)* is used to express sympathy of misfortune and on the contrary, utterance *(b)* is used to express sympathy of a fortune. As agreement maxim, sympathy maxim can also be found in assertive utterances (Leech, 1983: 132).

4. Politeness and the Management of Face

In this discussion, let's assume that the participants involved in interaction are not living in a context which was created rigidly fixed social relationship. Within their everyday social

interactions, people generally behave as if their expectations concerning their public self-image, or their face wants, will be respected. If speaker say something that represents a threat to another individual's expectations regarding self-image, it is described as a face threatening act. Alternatively, given the possibility that some action might be interpreted as a threat to another's face, the speaker can say something to lessen the possible threat. This is called a face saving act. (Yule 1996: 61).

Tables 2.1 and 2.2 respectively presently some acts threatening an addresser's and addressee's face.

Table 2.1 Acts Threatening the Addresser's Face

| Addresser's Face | Face Threatening Acts | Linguistic Realization |
|------------------|--|--|
| Positive | Apologizing | Sorry for my being late I apologize for this inconvenience |
| | Congratulating | Congratulations for your victory Great!!! You have a good job |
| | Self-humiliating | Oh...how stupid I am |
| Negative | Expressing thanks | Thank you for your concern |
| | Accepting thanks and apologies, offers | You are welcome, It is okay, thanks. |

(Choyimah, 2015:42)

The act of apologizing damages the speaker's positive face since it indicates that the speaker regrets doing a prior FTA. Regretting a prior action, a speaker admits his mistakes, and to some degree it damages his own face. The act of congratulating threatens the speaker's positive face since it suggests that he acknowledges his

addressee's superiority, and it damages his own face. Self-humiliating necessarily threatens the speaker's positive face since it foregrounds the speaker's weakness and ignores his strengths.

Expressing thanks threatens a speaker's negative face since the speaker may feel constrained to acknowledge his addressee's good deed such as giving help or debts. Accepting, thanks, apologies, offers, etc is included into negative-face threatening act since the speaker may feel constrained to minimize his hearer's good deeds or transgressions.

Table 2.2 Acts Threatening the Addresser's Face

| Addresses' Face | Face Threatening Acts | Linguistic Realization |
|-----------------|---------------------------|---|
| Positive | Criticizing | Oh, your writing needs improvement; there are weaknesses here and there |
| | Disapproving, disagreeing | Choose another topic for your skripsi |
| | Insulting | It is you who have to be responsible for this inconvenience |
| Negative | Ordering | Can you serve me? |
| | Suggesting, advising | Why don't you change your topic? |
| | Reminding | Mam, I would like to remind you that tomorrow you will examine me |
| | Threatening / warning | I warn you that smoking is a bad habit. |

(Choyimah, 2015: 43)

The acts of criticizing, disapproving, disagreeing, accusing, and insulting indicate that the speaker has negative evaluation of some aspects of his addressee's positive face. Meanwhile, the acts of

ordering, suggesting, advising, reminding, threatening, and warning are included into negative-face threatening acts since they indicate that the speaker intends to impede his addressee's freedom of action. (Choyimah 2015 : 42 – 43)

a.Strategies for doing FTA

To minimize disharmony, humans tend to avoid doing FTAs. In case, FTAs need performing, humans try to seek strategies to minimize the threat. Brown & Levinson (1987: 68-71) proposed strategy for performing face threatening acts. Those strategies are schematized in figure 2.1

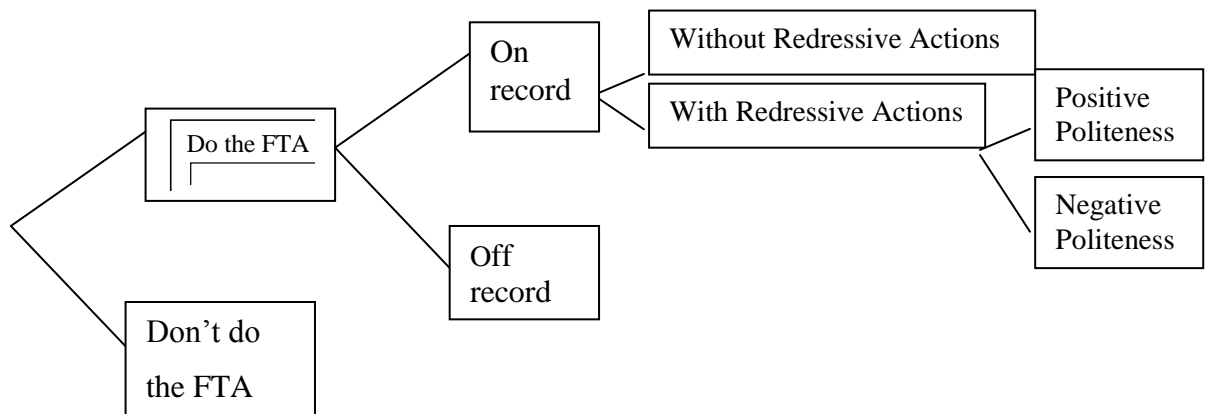


Figure 2.1 Strategies for performing FTAs by Brown and Levinson (1987:69)

1) Do the FTA

a) On – record Strategy

The term ‘on record or bald on record’ is used when an expression has “one un ambiguously” attributable intention

with which witnesses would concur” (Brown & Levinson, 1987 : 69). On record is divided into two types as follows:

(1) Without Redressive Action / badly strategy

In this case, the speaker does FTAs clearly without mitigating devices. Brown & Levinson (1987, 69) stated doing an act baldly, without redress, involves doing it in the most direct, clear, unambiguous and concise way. With Redressive Action / badly strategy

(2) With Redressive Action

With – Redressive - Action is the strategy for performing FTAs for performing FTAs accompanied with Mitigating Devices. The use of mitigating devices is intended to counteract the potential face damage due to the FTAs. Redressive actions can take either positive politeness or negative politeness, depending on what face is stressed. (Choyimah 2015:45)

(a) Positive Politeness Strategy

Positive politeness is oriented to the hearer’s positive face. Brown and Levinson explain that positive politeness is approach-based. It means that the potential face damage due to a certain act be minimized by ‘approaching’ him. Treating an addressee as a friend, a relative, a member of a group is the implementation of the

approach. Acknowledging the addressee's merit is another approach-based strategy to minimize the threat. Some strategies minimizing the threat by using positive politeness and their linguistic realizations as stated by Brown and Levinson in (Choyimah, 2015 : 45)

Some strategies minimizing the threat by using positive politeness and their linguistic realizations are presented in Table 2.3 FTAs minimized with Positive Politeness Strategies (Choyimah 2015 : 45)

Table 2.3 FTAs minimized with Positive Politeness Strategies

| FTAs | Positive Politeness Strategies | Linguistic Realizations |
|----------------------------------|---|--|
| Borrowing a book | Noticing to the addressee's interests, wants, needs, goods | My Goodness, your garden is so beautiful. By the way, may I borrow your book? |
| Suggesting | | Your writing is good, but it would be much better if you refine some minor mistakes before you publish it. |
| Asking to come | Using in-group identity marker | Come here, Sis..... |
| Requesting something | Be optimistic | I am sure you won't mind if you send me some catalogues of your products. |
| Asking to stop doing an activity | Including both the speaker and his addressee in an activity | Let's stop discussing the issue |

(Choyimah, 2015:45)

(b) Negative Politeness Strategy

Brown and Levinson (1987:129) mention that negative politeness is regressive actions addressed to the addressee's negative face. It means that the potential face damage is minimized with linguistic expression satisfying the addressee's negative face. The main characteristic of this type of politeness is that FTAs are generally realized in indirect ways. The indirectness is recognizable from the disagreement between the form and the function of sentences. An interrogative sentence used as for asking for help is one case in point. Some examples of FTAs minimized with negative politeness and their linguistic realization. Some examples of FTAs minimized with negative politeness and their linguistic realizations are presented in Table 2.4 FTAs Minimized with Negative Positive Politeness Strategies. (Choyimah 2015:46)

Table 2.4 FTAs Minimized with Negative Positive Politeness Strategies

| FTAs | Negative Politeness Strategies | Linguistic Realizations |
|---------------------|---------------------------------------|--|
| Asking for help | Conventional Indirect | Can you pass the salt? Bisa nggak ya, dibukakan jendelanya? |
| Borrowing something | Be pessimistic | Could/would/might you lend me your handy cam? |
| Asking for help | Minimizing the imposition | I just dropped by for a while to ask you if you could help me..... |
| Asking for | Apologizing for doing | I am sure you must be |

| | | |
|------------|----------------------------|--|
| help | FTAs | busy, but..... I don't want to bother you, but..... Please forgive me if..... |
| Suggesting | Impersonalizing S and H | It seems much better that the topic of the skripsi is changed into..... |

(Choyimah, 2015:46)

b) Off-Record Strategy

Off record is strategy in performing FTAs that doesn't have only one clear communicative intention to the act. The actor leaves himself an 'out' by providing himself with a number of defensible interpretations: he can't be held to have committed himself to just one particular interpretation of his act, (Brown & Levinson, 1987: 211).

2) Don't do the FTA

This strategy suggests that human is generally encountered with two choices: performing an FTA or not doing it, each of which has its own consequences. (Choyimah 2015: 47). Brown and Levinson's final strategy 'Do not perform FTA', appears to be self – explanatory: there are times when something is potentially so face-threatening, that you do not say it. Brown and Levinson do not discuss this strategy (there is not a lot to say about saying nothing), but Tanka (1993) discusses two sorts of 'saying nothing' (which, following Bonikowska (1988), she terms the 'opting out choice' or OOC). There are times when the speaker decides to say nothing and genuinely wishes to let the

matter drop; there are other occasions when an individual decides to say nothing (decides not to complain, for example) but still wishes to achieve the effect which the speech act would have achieved had it been uttered.

Thomas (1995: 175) stated that “There is a third situation – where there is such a strong expectation that something will be said, that saying nothing is in itself a massive FTA (for example, failing to express condolences to someone on the death of a loved one). The following example, taken from autobiography of Sir Kenneth Dover (a former President of the British Academy and Master of Corpus Christi, Oxford) relates one such incident, which reflects little credit on himself:

Example 37

Aston was a senior research fellow at Corpus Christi. He was subject to bouts of drinking and severe depression; he could be difficult to work with and was something of an embarrassment to the Collage. At a meeting between President and Fellow, Aston said to Dover:

‘You’re trying to push me out of the Collage!’

Dover commented:

‘.....this was so obviously true that I didn’t say anything.’

A few days later Aston killed himself.

D. Debate

“Debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition. Individuals may use debate to reach a decision in their own minds; alternatively, individuals or groups may use it to bring others around to their way of thinking.”

Freeley & Steinberg (2005: 6)

Moreover, Broda-Bahm et al. (2004: 29) “Debate (from the Old French word *debat-re*, meaning “to fight” and the Latin word *batluere*, meaning “to beat”) has probably always existed in one form or another, ever since human beings first developed the capacity to speak and to reason.”

“Debate provides reasoned arguments for and against a proposition. It requires two competitive sides engaging in a bipolar clash of support for and against that proposition. Because it requires that listeners and opposing advocates comparatively evaluate competing choices, debate demands critical thinking..” Freeley & Steinberg (2005: 6).

In line with those expert’s definitions above we can take a conclusion that debate is about the process of competing arguments towards a certain topic or a certain issues between an opponent and affirmative. There are many classifications of a debate. Freely and Steinberg (2009: 19) classify debate into two categories, those are Applied debate and Academic debate

1. Applied Debate

Applied debate is conducted on propositions, questions, and topics in which the advocates have a special interest, and the debate is presented before a judge or an audience binding decision on the proposition or respond to the question or topic. Applied debate may be classified as special debate, judicial debate, parliamentary debate, or nonformal debate. After discussing each of these classifications of debate briefly, we will consider academic debate in more detail. Freely and Steinberg (2009: 19).

a. Special Debate

Special debate is conducted under special rules drafted for a specific occasion, such as political campaign debates. These were formal debates, yet they were neither judicial nor parliamentary; they were conducted under special rules.

b. Judicial Debate

Judicial debate is conducted in the courts or before quasi-judicial bodies. Governed by the rules of a court of law, its purpose is the prosecution or defense of individuals charged with violation of the law or the determination of issues of law alleged to be applicable to specific cases before the court. Court TV and other television and even Internet access makes courtroom argument easily accessible to interested spectators.

c. Parliamentary Debate

Parliamentary debate is conducted under the rules of parliamentary procedure. Its purpose is the passage, amendment, or defeat of motions and resolutions that come before a parliamentary assembly. As stated by Freely and Steinberg (2009: 23), Parliamentary debate can be found in Senate or House of Representatives, state legislatures, city councils, and town governing bodies, and at the business meetings of various organizations, such as the national convention of a major political party or meeting of a local fraternity chapter. Parliamentary debate is also known as a model congress, a model state legislature, a model United Nation assembly, or a mock political convention in academic form.

According to Arifin (2013: 5) any parliamentary debate styles are basically the same. Although actually there are many and it is also possible to modify them, but there are some basic styles which are possibly good to know.

1) Asian

The Asian style calls the teams as Government and Opposition. The members of the government are called Prime Minister (1st speaker), Deputy Prime Minister (2nd), and Government Whip (3rd), while Opposition has Leader of the Opposition (1st), Deputy Leader of the Opposition

(2nd), and Opposition Whip (3rd). This debate style allows debaters to propose POIs, however, in the real practice (especially regional level), many debaters in the debate do not optimize this chance by not proposing or accepting POI(s); and likely the adjudicators see no problem on it.

2) Australian

Australian parliamentary debate style can be said as the simplest debate style. It consists of two debate teams in which each team consists of 3 speakers. The two sides are called Affirmative and Negative team. The speakers are also simply named based on their position, 1st speaker of the affirmative team, 1st speaker of negative team, and so on to the 3rd speaker. After 3 speakers of each team have delivered their substantive speech, 1st or 2nd speaker of each team can, then, deliver a reply speech. Also, in this Australian style, POI is not allowed.

3) British

British parliamentary debate style is the most distinct. Although there are still two sides, government and opposition, but the debating teams are four in which a team consists of 2 members. That's why their roles are split into two categories, those for the Opening factions, and those for

the Closing factions. Also, there is no reply speech. Look at the table below.

| | |
|------------------------------|---------------------------------|
| Opening Government (1stteam) | Opening Opposition (2ndteam) |
| Prime Minister | Leader of the Opposition |
| Deputy Prime Minister | Deputy Leader of the Opposition |
| Closing Government (3rdteam) | Closing Opposition (4thteam) |
| Member of the Government | Member of the Opposition |
| Government Whip | Opposition Whip |

The first faction on each Government and Opposition team, known as the Opening Factions, has four basic roles in a British parliamentary debate. They must: (a) define the motion of the debate, (b) present their case, (c) respond to arguments of the opposing first faction, and (d) maintain their relevance during the debate. On the other hand, the role of the second two factions, or Closing factions, are to: (a) introduce a case extension, (b) establish and maintain their relevance early in the debate, (c) respond to the arguments of the first factions, and (d) respond to the case extension of the opposing second faction. In addition, the final two speakers of the debate (known as the “whips”) take a similar role to the third speakers in Australian or

Asiandebating: in which the whips may not introduce any new arguments.1They must respond to both opposing factions' arguments, briefly sum up their Opening Faction's case, and offer a conclusion of their own faction's case extension..

d. Non - formal Debate

Nonformal debate is conducted without the formal rules found in special, judicial, parliamentary, and academic debate. This is the type of debate to which newspapers and television commentators typically are referring when they speak of the “abortion debate,” the “immigration debate,” and other controversies that arouse public interest. The term nonformal has no reference to the formality or informality of the occasion on which the debate takes place. A president’s stateof- the-union address—a highly formal speech—may be a part of a nonformal debate. A rap session in a college dormitory—a very informal situation—may also be part of a nonformal debate.

2. Academic Debate

Academic debate is a debate which is conducted in an academic level and under the direction of academic institutions, such as school or collage. The purpose of academic debate is not merely to teach the student participating in a debate and beating the opponent but only to teach how to become effective in debates.

In reference those explanations in the previous section. This types of debate can be included in Parliamentary Debate where Parliamentary debate is conducted under the rules of parliamentary procedure. Its purpose is the passage, amendment, or defeat of motions and resolutions that come before a parliamentary assembly. This type of debate is also classified into three style of debate, they are Asian, Australian and British.

According to (Quinn, 2005:5) good debate strategy is considered by three aspects, they are manner, matter and method. Manner describes the *way* that a particular speech is presented: ‘how you say it’. For example, how interesting, sincere or humorous is the speaker?. Matter describes the arguments that you present both in their general strength and in the way that you support and explain them. The last is Method describes the *structure* of your speech. It can often become a ‘mixed bag’ category involving all those parts of your speech that don’t seem to fit into either manner or matter

E. Previous Study

Many researchers had been conducted a research related with the differences strategies used by male and female in society. Such as research which is conducted by Ayu Tri Jayanti the students of State Islamic Institute of Tulungagung entitled “Politeness Strategies Performed by Male and Female Facebook Users”. This thesis uses the case analysis as research method to describe how male and female

perform politeness strategies in cyber world that is facebook. As the result both male and female facebook users tend to use positive politeness strategies also. From the results, the researcher can conclude that both male and female Facebook users tend to use positive politeness strategies than negative politeness strategies in performing politeness strategies on Facebook.

Another research was conducted by Dhesta Meydiana Sari, a student of English Department of Yogyakarta State University, in 2013 entitled "A Socio-Pragmatic Analysis Of Politeness Strategies Performed By Barack Obama And Hillary Clinton In The Democratic Debate Held On February 26, 2008". In her research, she analyzes the types of politeness strategies used by Obama and Hillary Clinton in their debate. From the result, the researcher can conclude that gender stereotype does not influence the use language between man and woman candidate in this research object because the researcher more often found politeness strategy in Obama's statements than in Clinton's statements during the debate

The similarity of these two researches with this research is that they analyze the use of politeness strategies in a language. However, there are some differences with those two researches. The first difference is with thesis written by Ayu Tri Jayanti about Politeness Strategies performed by male and female facebook users that is the object of the research. While Ayu research about a communication in cyber world

that is facebook, this research's researcher research in debate field which is occurred in cyber world that is debate.org without looking neither male nor female debaters.

This research is almost the same with the thesis written by Dhesta Meydiana Sari entitled "A Socio-Pragmatic Analysis Of Politeness Strategies Performed By Barack Obama And Hillary Clinton In The Democratic Debate Held On February 26, 2008" i.e debate transcript and both of Dhesta's thesis and this research look at the differences politeness strategies used by male and female in debate field. The difference is on the field of the debate. While Dhesta's research is on the Presidential or political debate while this research is not in political field but it is more general topic. The difference was also this debate occurred in cyber world and debaters may do not know each other.

