CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows the theories which are used to analyze the data, that are Pragmatics, FTA, politeness strategy and debate.

A. Pragmatics

Pragmatics according to Levinson (1985:21) is the study of the relation between language and context that are basic to an account of language understanding. While, Mey (1993: 5-7) defines pragmatics as a study about how the language is used by people in their daily lives to communicate their interests.

In addition, Yule (1996: 3) divides the definitions of pragmatics into four. First, pragmatics is focused on speaker meaning. Thus, it more concerns in the meaning of utterances as communicated by the speaker and interpreted by the listener. Second, pragmatics concerns on the speaker's utterance means in a particular context and how the context influences his or her utterance. Third, pragmatics is the study of additional meaning of utterances, in this term pragmatics deals with the use of implicature on the speaker's utterances. The last is pragmatics as the study of the relative distance's expressions. In this case, pragmatics more concern with the study of the utterance that should be said or unsaid. In this case, those utterances depend on the relationship between the speaker and the hearer in terms of physical, social, or conceptual, implies shared experience.

Similarly Leech (1983) gives a definition that pragmatics can be usefully defined as the study of how utterances have meanings in situations. From his definition, it can be seen that pragmatics is a study, which understands the meanings of utterances by looking at the situation when the utterances happen.

Based on the definition above, it can be said that pragmatics is the study of meaning contained the utterance in context. Therefore in pragmatic view, to appreciate and to interpret the meaning of a statement or an utterance, one must consider the relation between language and context in which the situation is uttered.

B. Face in Politeness Theory

According to Yule (1996: 106), politeness is a system of interpersonal relations designed to facilitate interaction by human interaction by minimizing, potential conflict and confrontation inherent in all human interchange.

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.

In communication, politeness can be defined as the means to show awareness of another person's face. Face means public self-image of person. It

refers to that emotional and social sense of self that every person has and expects everyone else to recognize.

Face means something that is emotionally invested. It can be lost, maintained, or enhanced, and must be constantly attended to in interaction (Fasold, 1996:160).

In addition, Choyimah (2015: 59) explained that face is basic desires/needs that everyone wants to satisfy. According to Brown and Levinson (in Fasold, 1996:160), face has two aspects, namely 'positive' and 'negative'.

a. Negative face

Negative face is the desire to have freedom of action, freedom of imposition, and not to be impeded by others. (Choyimah, 2015: 60) explained that negative face is the desire to be free from imposition. It means that humans have the desire to go about their business freely, without being impeded by others. This is the following example:

> *Lecturer : I let you free to read any book.*
>
> *Student : Okay,Ma'am....*

b. Positive face

Positive face is the need to be appreciated and accepted, to be treated as the member of the same group, and to know that his or her wants are share by others. According Choyimah (2015:59) positive face is the desire to be well-thought of by others. It can be represented in the desire to be respected by

others, the desire to be treated as griends, the desire to be admired, the desire to be understood, and many others. This is the following example:

> *Peter   : Sis, have you submitted the homework?*
>
> *Mary   : Not yet. What is the matter,**friend**?*

According to Brown and Levinson in Thomas (1995:169), certain speech act is liable to damage or threaten another person's face; such as known as Face Threatening Acts. In order to reduce the FTAs Brown and Levinson sum up four main types of politeness strategy, namely on record, negative politeness,   positive   politeness,   and   off   record. (http://en.wikipedia.org/wiki/pragmatics).

C. Face Threatening Acts

According to Brown and Levinson, Face Threatening Acts (FTA's) are acts that infringe on the hearers' need to maintain his/her self esteem. If we do or are about threaten someone's positive or negative face, but do not mean it, we need to minimize it by applying politeness strategies that are on Record, Positive Politeness, Negative Politeness, and Off-the-Record (as suggested by Brown and Levinson, 1987).

Examples of Face-Threatening Acts based on Brown and Levinson theory,

	Negative FTAs	**Positive FTAs**
Affecting Hearer	Orders/requests Suggestions/advice Reminders Threats/warnings/dares Offers Promises Compliments/envy/admiration Strong negative emotions	Disapproval/criticism/contempt/ ridicule/ complaints/reprimands/accusations/ insults Contradictions/disagreements /challenges Violent emotions Irreverence/taboo Bad news/boasting Emotional/divisive subject matter Non-co-operation Inappropriate terms of address
Affecting Speaker	Giving thanks Acceptance of thanks/apology Excuses Acceptance of offers Responses to hearer's faux pas Unwilling/reluctant promises/offers	Apologies Acceptance of compliment Breakdown of physical control Self-humiliation/deprecation Confessions/admissions of guilt Emotional leakage/non-control of Laughter/tears

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, 2015:61)

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: 62)

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 : 62 – 63)

D. Strategies for doing FTA

To minimize social 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
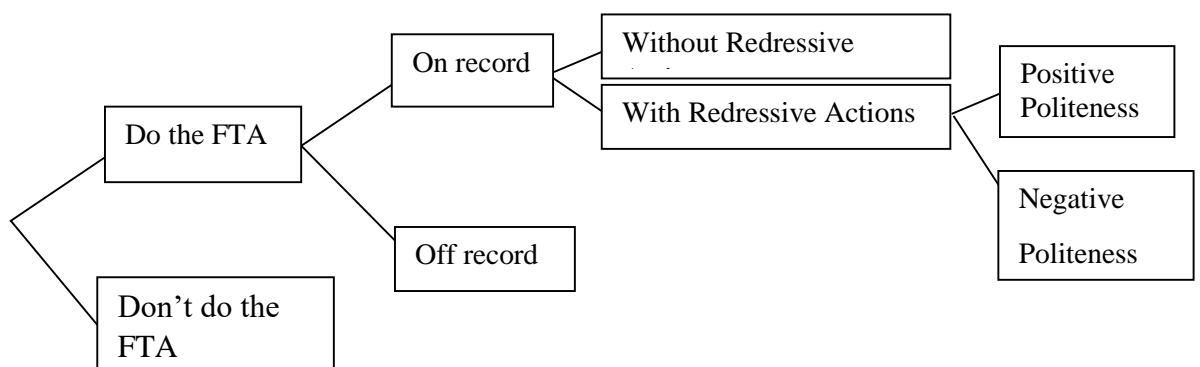

Figure 2.1 Strategies for performing FTAs by Brown and Levinson (1987:69)

1) Do the FTA

a)   On – record Strategy

The term 'on record or bald on record' is used when an expression has "one un ambiguouslyn' 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 an 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 : 65)

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 : 65)

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

Positive politeness strategy involves fifteen strategies, namely: notice, attend to the hearer (his interest, wants, needs, goods); exaggerate (interest, approval, sympathy with the hearer); intensify interest to the hearer; use in-group identity markers; seek agreement; avoid disagreement; presuppose / raise / assert common ground; joke; offer / promise; be optimistic; include both the speaker and the hearer in the activity; give (or ask for) reasons; assume or assert reciprocity; and give gifts to the hearer (goods, sympathy, understanding, cooperation); asking for help.

(b)   Negative Politeness Strategy

Brown and Levinson (1887:129) 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. It can be summarized that negative politeness is speaker's utterances to lessen the possible threat of threatening H's negative face (desire tobe free from imposition). 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 2015:66)

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 help	Apologizing for doing FTAs	I am sure you must be busy, but…… I don't want to bother you, but…….. Please forgive me if……

		It seems much better that the topic of the skripsi is changed into……
Suggesting	Impersonalizing S and H	

(Choyimah, 2015:67)

b) Off-Record Strategy

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

How is off record strategy realized? To Brown Levinson, this strategys is realizable by flouting the maxims of conversation. Please remember Cooperative peinciple Theory by Grince. Some FTAs realized in off record strategy, in particular by flouting conversational maxims, are presented in table 2.5.

Table 2.5 FTAs Minimized with Off-record Strategy (by Flouting Conversational Maxims)

Flouted Maxims	Strategies	Linguistic Realizations	Problem Intended Acts
Quantity	Understatement	He is alright	Criticizing Complimenting
	Overstatement	Ihave called you thousand times!	Reprimanding

	Tautology	You are a student of a high-quality university	Declaring disappoinment, reprimanding
	Using Irony	He is a real genius (after he has done a series of stupid deeds)	Insulting
	Using rhetorical question	Do you want me to fail you?	Declaring disappointment
Relation	Giving hints (motives for doing an FTA)	It is cold here	Requesting to shut the door
		This meat ball is bland	Criticizing,asking other topass the salt
Manner	Displacing the addresse	X:Y, can you pass the stapler? (in fact,I am much nearer than Y)	Asking for help

E. Debate

Debate is an event in which it is usually a formal contest of argumentation between two teams or individuals. More broadly, debate is an essential tool for developing and maintaining democracy and open societies. Freely and Steinberg (2009: 6) define a debate as a process of investigation and advocacy to reach a reasoned judgment toward a problem. It also can be used as a medium to influence others.

Moreover, Broda-Bahm et al. (2004: 13) define a debate as a medium for people to expand their ideas, share their views, and finally come to correct and responsible decisions. Moreover, they say that a public debate is a more or less a formal event in which it consists of two parties and the opponent party gives arguments to reflect their point of view against the other party.

Freely and Steinberg (2009: 19-37) classify debate into two categories, those are Applied debate and Academic debate. Further descriptions are shown below.

1. Applied Debate

Applied debate is based on a problem in which the audiences have a special interest. This kind of debate is conducted before the judge or the audiences with the power give decision or respond toward the problem which is discussed.

Applied debate is distinguished into four:

a. Special debate

Special debate is a debate conducted for a special event and it is conducted under the special rules agreed on by the debaters, such as a political campaig debate. Special debate becomes popular in American political. This debate usually held among the candidates of elections in all levels. The aim of this kind of debate is to give the voters a clear picture of the candidates and their programs which then enabled them to choose the right candidates depend on their own interest. Additionally, although this kind of debate is usually with a political debate, however this debate also can be used by anyone on any proposition.

b. Judicial Debate

This kind of debate is conducted in courts and it is held before the quasijudicial bodies. The aim of this debate is to persecute or to defense the person who has charged violate the law and to determine the issues of law being violated before it come into the courtroom. Judicial debate can be found in any levels of court in United States from the Supreme Court until the local court.

c. Parliamentary Debate

Parliamentary debate is a debate governed under the parliamentary rules.This kind of debate is conducted in order to discuss about passage, amendment, or defeat of motions and resolutions before it is discussed in the 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 andit 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 (1stspeaker), 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, 1stspeaker of the affirmative team, 1stspeaker of negative team, and so on to the 3rd speaker. After 3 speakers of each team have delivered their substantive speech, 1stor 2ndspeaker 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 of2 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 (1st team)	Opening Opposition (2nd team)
Prime Minister Deputy Prime Minister	Leader of the Opposition Deputy Leader of the Opposition
Closing Government (3rd team)	Closing Opposition (4th team)
Member of the Government Government Whip	Member of the Opposition 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 Asian debating: 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

Based on the explanation of Freely and Steinberg (2009: 23), in nonformal debate there is no formal rule as strict as the rules found in others type of applied debate. In this kind of debate, the debaters discuss certain topics which arouse the public's interests. There is no relation between the term nonformal with the formality or informality of the occasion on which the debate takes place.

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 debate and beating the opponent but only to teach how to become effective in debates.

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.

F. The Debaters

The second presidential debate held on October 09,2016 at Washington University in St. Louis involves two debaters, they are Donald Trump and Hillary Rodham Clinton.

1. Donald Trump

Donald Trump was born on June 14,1946 in Queens,New York city. He earned an economics degree from the Wharton School of the University of Pennsylvania. He then took charge of The TrumpOrganization, the real estate and contruction firm founded by his paternal grandmother, which he rsn for four and a half decades until 2017.

Trump first publicly expresses interest in running for political office in 1987. He won two Reform Party presidential primaries in 2000, but

withdrew his candidacy early on. In June 2015, he lounched his campaign for the 2016 presdential election and quickly emerged as the as the front-runner among 17 candidates in the Republican primaries.

Trump won the general election on November 8,2016 in a surprise victory against Democratic opponent Hillary Clinton.he become the oldest and wealthiest person to assume the presidency, the first without prior military or government service, and the fifth alected with less than a plurality of the national popular vote. His political positions have been described by scholars and commentators as populist, protectionist, and nationalist.

2. **Hillary Clinton**

Hillary Diane Rodham Clinton was born on October 26, 1947 in Chicago, Illinois. Hillary Rodham was the elder daughter of Hugh Rodham, a textile supply owner, and Dorothy Emma Howell Rodham. Hillary Clinton attended Wellesley College and Yale Law School, where she met Bill Clinton and married him on 1975, October 11. Beside became a mother of her only daughter, she was also a successful woman. Her career can be seen when she hold a role as assistant professor at the University of Arkansas School of Law, she also work for a local legal aid office, and in 1977 President Jimmy Carter appointed her to serve on the board of the Legal Services Corporation, which she later chaired.

Hillary Clinton then became the First Lady of the United State in 1992 after her husband, Bill Clinton, was sworn for the President of United State. As the Fist Lady of the United State she served on the Armed Services Committee, the Health, Education, Labor and Pensions Committee, the Environment and Public Works Committee, the Budget Committee and the Select Committee on Aging.

Hillary Clinton's political career was begun in early 2000; she announced her senate candidacy on February 6, 2000 and won it on November 7, 2000. In early 2007, Clinton announced her plans to run for the presidency. During the 2008 Democratic primaries, she must admit Barack Obama as the President candidate from Democratic Party. After winning the national election, Obama appointed Clinton as secretary of state. She was sworn in as secretary of state in January 2009 and served in that position until 2013.

Clinton was formally at the 2016 Democratic National Convention in Philadelphia on July 26, 2016, becoming the first woman to be nominated for president by a major U.S.political party. Her opponents in the general election were Republican Donald Trump.

G. Previous Study

In conducting this research, the researcher will reads the previous study that relate to this research. First, research was conducted by Ayu Tri Jayanti, a student of IAIN Tulungagung, in 2013 entitled "*Politeness Strategies Performed by Male and Female Facebook Users*". In this research, she analyzes the politeness strategies performed by male and female Facebook users. The result shows that there are 24 data for male Facebook users which is concluded that male Facebook users tend to use positive politeness strategies to perform politeness strategies on Facebook. For female Facebook users, there are 26 data found. From those data, it results that 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 Maydiana 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 his research, she analizes the use of by Leech (1983) and the classification of illocutionary acts proposed by Searle (1975) which is cited by Leech (1983) between Barack Obama And Hillary Clinton In The Democratic Debate . The results of this research show that all types of politeness principle's maxims are found in the debate script, they are: tact

maxim, generosity maxim, approbation maxim, agreement maxim, and sympathy maxim. The approbation maxim is more widely found in Obama's statements, while the generosity maxim is more widely found in Clinton's statements. The illocutionary acts' types which are found in the debate script are assertives, directives, commissives, and expressives. The assertives is more widely used by Obama in his statements and the commissive is more widely used in Clinton's statements. It shows that Obama uses politeness strategies more often to praise his opponent or other parties, while Clinton uses politeness strategies when she delivers her programs. Moreover, this research also shows that politeness strategies are more often found in Obama's statements than in Clinton's statements during the debate. It means that gender stereotype does not influence the use language between man and woman candidate in this research object.

Another research was conducted by Salisa Maulidiyah, a student of English Department of State Islamic Institute of Tulungagung, in 2016 entitled *"Face Threatening Acts and Politeness Strategy Performed by Debaters at Debate.Org Website"*. In her research, she analysed politeness strategies used to minimize FTAs (face threatening acts) performed by debaters at online debate. From the result, debaters less concern on how to make the communication can run well and smoothly. They only concern on how they can be the winner although they threaten others' face and affected their communication to run well and smoothly.

The similarity of these three researches with this research is that they analyze the use of politeness strategies in a language. However, the difference is on the object of the study. On the thesis from Ayu Tri she analyzes the use of politeness strategy by male and female in facebook. On the thesis from Salisa, she analyze politeness in debate. While, on the thesis from Desta the object is almost similar with this research, i.e. debate transcript, the difference is on the debate participants. The researcher intentionally chooses a debate transcript which is involving woman and man as the participants in order to find out the differences between them in using politeness strategies on a political debate. On this research, researcher likes Desta's thesis but does not identit y the maxim.