

# CHAPTER I

## INTRODUCTION

### 1.1 Background

In language, we are studying four subjects as a basic for communication among the people such as speaking, listening, reading and writing. This is also called basic skill of language to complete communication. According to SIL International (1999), language ability divided into four skill areas; *listening, reading, speaking, and writing*. Listening and reading are known as the *receptive skills*; while speaking and writing are known as the *productive skills*. It means that the four basic skills are related to each other by two parameters: the mode of communication: oral or written such speaking and writing and the direction of communication: receiving or producing the message such listening and reading. People are using those skills to improve their communication. For example, in writing and speaking. In writing people make an essay, paper, thesis, dissertation, brochure, etc. Meanwhile in speaking, people communicate through various ways such as speech, presentation, debate, etc.

A debate is one of activities that use speaking skill as a way of communication. A debate occurs when people try to convince others for their interpretations of the world. Politicians use debate to propose reasonable idea like ideology or democracy. Debates are also used by educators to improve students' critical thinking. Speakers in a debate are called debaters. Every debater is expected to make a good argument. According to Johnson (1968), through public debate, debaters need to think critically of how to appeal to the audience's beliefs, prior knowledge as well as how to respond to potential questions and arguments. It means,

the ideal debaters are those who can convince the adjudicators through their arguments that are supported by a credible data, a deeper analysis, an organize idea with logical and rational reasons, evidence, a clear inference, and an obvious explanation and conclusion about the motion that has been stated.

Unfortunately, the real condition is that there are still many debaters in EDS who lack the ability of making and judging a complex argument in a debate. First, lack in making the argument means debaters didn't give the logical reasoning and also didn't provide the evidence toward the motion. Second, the debaters lack in assessing the complex argument. It means that the debaters have lack in giving the response toward the complex argument (consist of claim, data, warrant) of opposition team. This lack can influence the debaters in making point to attack the opposition team. If both condition still exist, at the end the debaters can fail to convince the adjudicator and proof that their arguments are powerless. They may need instruction or tools to make them easy in making and judging or assess the argument. That's why in the next section, the writer will elaborate on the structure of argument. So, debater can learn from now on how to organize their argument well using a proper tool.

On the other hand, according to Austin (2008:p.39) by evaluating and criticizing arguments it becomes possible for educators to improve student debates as well as to develop the common perspectives needed for communication. It is always an imperfect process that depends on carrying out sometimes difficult critical tasks. So, based on the statement above, the writer is interested to do an analysis on sets of propositions and specific kinds of relations in the debate. This study provides understanding, criticism, and improvement of the arguments. It is hoped to be useful by a wide range of people who make and are themselves affected by arguments. The writer used the method to identify the main claims on both sides of the debate from the perspectives of the debaters. This report is entitled "Graphical argument analysis

of Student Debate: A Case of English Debating Society at Polytechnic State of Sriwijaya”.

In this paper the writer introduces a framework of argument analysis coined by Toulmin and others. Using this framework, argument propositions that are structurally linked by specific kinds of relations are analyzed. The writer believes this study will be beneficial to both the debaters and the teachers to improve their argument in critical thinking.

## **1.2 Problem Formulation**

According to the problem of English Debating Society Debater that has been stated in the background above, the problems formulation of this final report are formulated as follow.

1. What is the structure/graphical argument of the students' debate (debater)?
2. What relations are found in the debate arguments?
3. Are the arguments plausible?

## **1.3 Problem Limitation**

The analysis done in one debate session of English Debating Society. The debate itself is under the motion This House Would Legalize Marijuana in Canada. This motion has been chosen because this is the current issue that happen in Canada. While the task of the debaters itself is debating about the latest issue over the world. The writer only focused in salient arguments of the speaker in debate by paraphrasing them before put in the box of graphical argument. Beside the graphical argument of debater, the writer also focused to find out the relation among the element and also the plausibility and less plausibility in argument using Toulmin Model and Homer-Dixon Karapin Model. Toulmin Model of argumentation can use to show the structure of the debater's argument. There are some elements that will elaborate in

debater's argument such as claim, data, warrant, backing, qualifier, and rebuttal. The writer also use a graphical of cognitive map that is useful for revealing the beliefs about causation conveyed by a message.

#### **1.4 Research Purpose**

The research purpose of this final report are as follow:

1. To find out the graphical argument of the debaters.
2. To examine propositional relations in the arguments.
3. To find out the plausible argument in debater's arguments.

#### **1.5 Research Benefit**

By doing this research, there are several benefits that could be gained. Through this final report the writer can enrich the knowledge about the debate itself especially how to construct and evaluate an argument. Moreover, this study also benefit for teacher/lecturer/adjudicator in term of judging the arguments of debater in debate. Generally, the study seems useful for understanding and criticizing political arguments.