CHAPTER II

LITERATURE REVIEW

This chapter reviews several theories related to arguments in debate . Initially, it provides the argument, Toulmin's approach, thedebate, the benefit of debate and debate in EDCO. The theories will be used by the researcher as a foundation in doing the research.

2.1 Argument

Argument could be stated along the communication process through people' interaction. Crusius & Channel (2003) describe argument as the statementwhich consist of a claim and the supported data attached in order to make it reasonable. Rieke&Sillars (1993) add argument happened through interaction as the results of people' thoughts which appear in the form of statements consist of claim and supported information. Therefore, argument happens because there are process of thinking that are indicated by the claim and supported information from the speaker to the listener or from the writer to the reader to some related issues.

The aims in delivering arguments through interaction are mentioned by Crusius & Channel (2003), in their book titled " The Aims of Argumentation", there are four aims of delivering arguments they are: to inquire into a question, to convince, to persuade and to negotiate with people.

Meanwhile, in the real life, people could have same perception between argument and opinion, infact they are different. Cottrell (2003) describes ,the

difference between argument and opinion in their form of statements, argument consists of data or reasoning to support the central idea while opinion does not consist of verified data or reasoning. Therefore, the data or reasoning are the point that differenciate between argument and opinion.

Seyler (1999) mentions that argument has several characteristics such as establishes the point, concerns with the arguable issue, developes from relevant evidence, uses reason, adds values and requires awareness of the topic. On the other side, Crusius & Channel (2003) consider argument as part of mature reasoning that requires reasons. The mature reasoning in an argument involves the explanation and solution from the asserted topic which is being discussed (Lynch, Pinkwart,Ashley & Aleven, 2008). In conclusion, argument consists of several characteristics which concern on the arguable issue, required the awareness of the topic and supported by data, evidences, and reasons.

Numerous studies have divided the reasoning structure into two types , they are deductive and inductive reasoning. Inductive reasoning starts from the specific statements to the conclusion while the deductive reasoning starts from conslusion to the specific statements (Shurter & Pierce, 1966). In addition, Ainsworth (2008) adds that inductive reasoning might give more than one possible conclusion because the conclusion are inferred from the specific statements while the deductive reasoning will give one possible conclusion because the general statements has stated earlier in argument.

Here are the examples of the deductive reasoning and inductive reasoning:

Table 2.1 The example of deducive and inductive reasoning

Deductive Reasoning	Inductive Reasoning
• All horses have hooves (general conclusion) • Bella is a horse (specific) • Therefore, Bella has hooves (very specific)	• Bella is a horse and has hooves. (specific) • Smoky is a horse and has hooves. (specific) • Nutmeg is a horse and has hooves. (specific) • Shadow is a horse and has hooves. (specific) • Therefore, it is likely that all horses have hooves (general conclusion)

Taken from *GMAT for Dummies* by Zimmer Hatch and Scotch Hatch (2012, p74)

The example shows the difference between deductive reasoning and inductive reasoning in delivering the argumentation.Inductive reasoning might draw more than one conclusion because it depends on the specific statements while the deductive is not. Hatch (2012) states the significance differentiation between deductive and inductive is the general conclusion in deductive must insert verified information if it is not it might affect the gap between statements or the fallacies.

2.2Toulmin' Approach

Toulmin approach is an approach of analyzing argument conducted by ,one of the contemporary philosopher, Stephen Toulmin (2003). Ainsworth (2008) states that Toulmin combine the Aristotle' philosophy of deductive and inductive reasoning in analyzing argument. The writer uses Toulmin's approach as a tool to analyze the elements in the argument which are constructed by the debaters in EDCO 2014.

Toulmin's approach analyzes argument in a detail way and divide argument into several part of elements to seethe context in the argument and the cognitive aspects that are reflected in the debaters' argument (Rose 1988 as cited in Bizup, 2009). This approach divides the argument into detail part of elements,that will help the writer to find out theelements of argument that are

construced by the debaters in EDCO 2014.The elements in their argument shows their competencies and understandings of the given topic in the debate session.

In this approach, Toulmin asseses sixelements to be identified , they are : claim, data, warrant, backing, qualifier and rebuttal. Karbach (2010) states that the elements of claim, data and warrant are the main elements that have to be identified and the rest of elements are essential but need to be identified also. Therefore, there are six elements that are identified in this study.

1.3 Elements in Toulmin's approach

2.3.1 Claim

Claim is a statement that appear as the central idea that seek for attention in the argument (Toulmin,2003). Baird (1981) states that claim could be called as a conclusion or an assertion that could be responded and debated in the forum (Baird 1981, Shutter and Pierce 1966). Rieke and Sillars (1993) mention that claim in argument need the responses,either it is agreement or disagreement, from audiences. In conclusion, claim becomes a central idea in the argument that could lead the audience to the agreement or to the disagreement.

Baird (1981) classify claim into three categories, they are: claim of fact, claim of value and claim of policy. In addition, Baird (1981) explains these three categories of claims, they are: claim of fact expresses the belief of phenomena toward the audiences, claim of value usually indicates to make justification of something whether it is right or wrong, and claim of policy asks the audience to agree with the given statement it usually indicates by using the word "should". Moore and Parker (2009) state that the existence of claim usually indicates by the word such as "therefore, so, this shows that, accordingly and etc".

Baird (1981) mentions that claim does not always put in active or passice statements and general statements but sometimes it can imply in the form of question. Consequently, the claim might be stated longer than a sentence whether it is active, passive or integrative sentence,yet it has to be focused on the topic issue that is supported by the valid informations.

2.3.2 Data

A reliable argument need to be supported by the data that consist of the related evidences to the claim. Data is usually called as evidence or ground (Ainsworth 2008). The supporting data for claim could be classified in 3 types, they are: facts, inferences, and judgements (Shutter and Pierce , 1966). A fact is a foundation to the claim . Seyler (1999) refers fact as the statement that could verified be verand measured based on the valid observers. In

conclusion, facts are characterized by the statement that has been through standardization and accepted well in society because it is valid and verified.

Seyler (1999) adds that inferences can be part of data the support to argument. In addition, Rieke and Sillars (1993) states that the conclusions that are drawn from an analysis of facts is called as inferences.Based on the different analysis, the supporting facts may bring different inferences. That's why, inferences depend on the related facts. Trimmer and Sommers (1984) mention about the type of inferences that divided into two categories they are major and minor inferences. Generalization, causal relation, causal generalization are categorized into major inferences while analogy is categorized into minor inferences

Meanwhile, Rieke and Sillars (1993) add the opinion which derived from values, beliefs or philosophical concepts are called judgments. Seyler (1999) mentions that judgements are statements that are arguable and could be deal with right or wrong, should or should not and good or bad. Therefore, there have to be another proven data to accompany data in forms of judgements.

Crussius and Channel (2003) states that citation from authorities could involve to be part of data or evidences. The evidence will be a start point to ,the next level of elements, warrant. The statements that are stated as data need to be be accurate, believable and relevant to support the reason. If the data statements do not have these credibility, it might be lead to make the arguments do not work or named as logical fallacies (Seyler 1999).

2.3.3   Warrant

After the data has been constructed to strengthten the argument, the next step in Toulmin's approach is to build a warrant. Sometimes, there is a gap between the claim and the data. Seyler (1999) adds warrant is needed to make a good argument because it gives explanation of the stated data. Ainsworth (2008) states that warrant appear to bridge the gap between, the claim and the data. In the book titled " The uses of argument" Toulmin (2003) mentions that warrant appears in term of general and hypothetical statements to bridge the claim and the data.

Baird (1981) states that warrant can be formed in three types, they are motivational, authoritative and substantive. Motivational includes the emotional effects to the audience, authoritative asserts the more explanation based on the stated data and substantive usually appears in form of causal sentences,analogy or example of reasoning that indicate by the word "since" (Baird,1981). These warrants appear to make the reasoning process between claim and data works in the argument.

Toulmin (2003) also adds that warrant in argument appears in form of reasoning and uses the basis of Aristotle philosophy to persuade the audiences, they are : ethos, pathos and logos.Ethos representsthe credibility, pathos inserts the emotion and logos represents the logical reasoning in argument. Therefore, warrant appear in form of information and explanation that bridge the gap between the claim and the data or evidence.

2.3.4 Backing

If the warrant can not give fully explanation to the argument there might be another type of reasoning which is called as backing. Crusius and Channel (2003) mention warrant gives reasoning which is linking back to the claim, its reasoning usually follows with the word *because*. From that reason, the existence of warrant should be clear and relevant to the claim and data which inserted in argument.

Meanwhile, sometimes warrant could not explain clear enough and could not bridge the gap between the claim and the data well. Toulmin (2003) adds the use of backing give better understanding of the reasoning used in warrant because it makes the arguments seems more credible. He also mentions that backing usually appear in form of statistics, example and testimony

2.3.5 Qualifiers

In the book titled "The uses of argument" Toulmin got interested about the qualifier in argument. In the Toulmin' approach, he allows about the probable claims rather than the absolute claims, then add the qualifier as another element to be a tool to be analyzed in an argument. Seyler (1999) adds that some arguments can be stated without qualification but some arguments can not. Qualifiers identified by the appearance of words such as many, some , most , typically, usually etc that indicate to something imeasurable in argument ("The Toulmin Method", 2014). That's why, the

existence of qualifiers are needed but have to be observed in order to avoid

the fallacies happened in argumentation.

2.3.6   Rebuttal

Rebuttal in argumentation has to be effective. Bizup (2009) reveals some

effective ways in delivered rebuttal such as avoid too much negativity data,

keep the relevancy , credibility and accuracy of the rebuttal. Rebuttal delivers

in an effective way when it's delivered in a short and focus related to the

discussed topic (Crussius & Channel,2003). In conclusion, rebuttal are used

to attack the opponents, somehow the effective one is delivered in a positive

way.

The example of an rgument which broken down into each parts using Toulmin's

Approach :

Data: Because Dr.Bradshaw has an attendance policy
Claim : students who miss more than seven classes will
Qualifier : most likey (last year, Dr.Bradshawdid allow one students in unusual circumstances, to continnue in the class
Claim (cont) : be dropped from the course
Warrant: Dr. Bradshaws' syllabus explains her attendance policy
Backing: policy consistent with the idea of a discussion class that depends on students contributions.
Rebuttal : Although some students complain about an attendance policy, Dr. Bradshaw explains her policy and reminds students that the syllabus serves as a contract between them ; if you stay you agree to the guidelines of the course.

Taken from *Read, Reason ,Write* by Dorothy U.Seyler (1999, p 134)

From the example above, Toulmin's Approach clearly analyze the argument in detail way. This approach will help the reader to understand the argument fully. Toulmin approach is a good start because it analyzes whole elements in argumentation.

Figure 2.1 Toulmin's diagram of argument.

DATA	WARRANT		QUALIFIER /CLAIM

unless
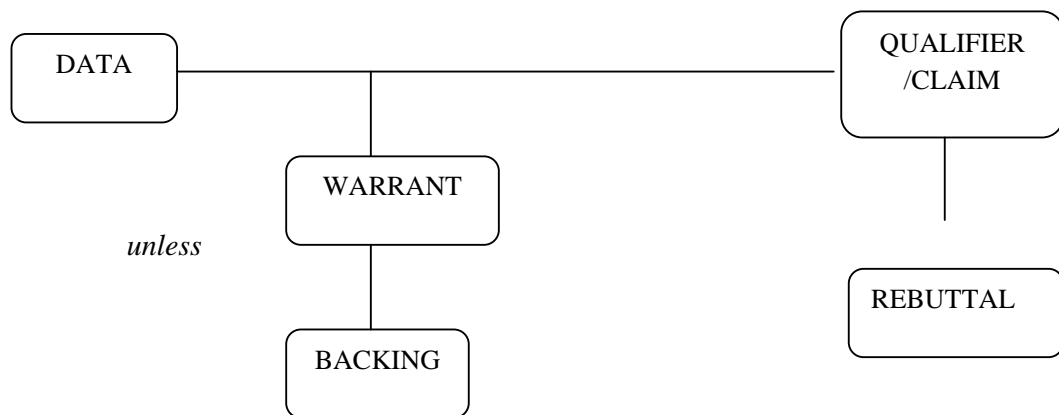
BACKING

REBUTTAL

Taken from *75 Arguments: An Anthology* by Alan Ainsworth (2008, p6)

The diagram above explain the 6 elements in Toulmin' approach they are : claim, data, warrant, backing, qualifier, and rebuttal. The claim does not always absolute, sometimes it consists of qualifier that indicates possiblity. The horizontal line between claim and data shows that argument consists of the claim,as the central point, supported by the data in order to seek for proof. While, the vertical line between claim and rebuttal shows that the rebuttal to argument could be asserted as long as it is related to the claim. The other vertical line of warrant shows that warrant appear to bridge the gap between claim and the data (Ainsworth 2008).

2.4 Debate and The Benefit of Debate

Numerous studies tell that debate is one way to enhance the critical and logical thinking in higher education. Darby (2007) asserts that debate has occured as a learning strategy by educational institutional to develop the communication skills, critical and logical thinking skills since 1980's. The development of critical thinking will have the significant effect on how people do the problem solving.

The debate session acquire the development of critical and analytical thinking (Freeley in Greenstreet 1993). The analysis skills are reflected through the arguments by the debaters in the process of debate. Hall (2011) states that debaters do not only tell their perspective of the subject matters but also prepare the arguments, analyze the arguments and organize the arguments systematically

based on their position in the debate team whether it is affirmative or negative team. Therefore, debate enhances the critical thinking and the problem solving skills in the educational fields.

Wallace (2004) adds that debate will encourage the students' communication skills especially in the public because one aim of debate is to persuade others Semlak and Shields (1977) compare between the students who have debate experience and who have not debate experience, the results show that the students who have debate experience have better results on three aspects of communication skills, they are analysis, delivery and organization rather than the students who have not debate experience. This communication skills are reflected in the debaters' of how they deliver their argument to persuade the audiences and the judges. From this reason,. This communication skill will be helpful in the real society for the students.

Hall (2011) adds debate is not only improving students' thinking skills but also building students' awareness of values and beliefs. Griswold (1999) mentions by doing debate students are asked to demonstrate their ideas, values and atittudes based on their learning process of theories, facts and techniques. The process of debate will guide students to respect more on the values, beliefs and atittudes toward the society. From these reasons, debate is still applicable and useful as one of tool to be used in higher education.

2.5 EDCO 2014

EDCO (English Debating Competition) 2014 is part of and academic debate which is held by State University of Jakarta. EDCO is an annual event that held every year in State University of Jakarta. EDCO 2014 presents 'Improve Your Critical Thinking Through Global Issues" as the theme. There are ten motions motions related to the global issues which were prepared. Through these motions, EDCO is hopefully being a debate competition which could develop the critical thinking and other skills for each of debaters.

EDCO 2014 uses British parliamentary as the format in doing the debate competition. In doing this competition, British parliamentary focuses on the persuasion, the argumentation and the public. Sheckel (1984) proposes several reasons of choosing British parliamentary debate as the format in debating competition, they are : to teach argumentation skills, to enhance public speaking skills, to expose students' thinking of the issues in the worldwide, encourage students' interaction and resposibility.

There are some positions,affirmative and negative, in order to solve the problems related on the issues. Based on the terms in EDCO , which use the format of British parliamentary, the affirmative position is called as the government team while the negative position is called as the opposition team. This competition features four teams consist the opening government team, the closing government team, the opening opposition team, and the closing opposition team compete in a round. The opening government team consists of two speakers, they first speaker is called as the prime minister and the second speaker is called as deputy prime minister while in the closing government the third

speaker is called as the member for government and the fourth speaker called as the government whip. Meanwhile, in the opening opposition team the first speaker is called as leader of opposition and the second speaker is called as the deputy leader of opposition. In addition, the third speaker in closing opposition team is called as the member of opposition and the fourth speaker is called as the opposition whip.

There are motions given in every debate sessions. The motions are the topics that should be discussed by the debaters in affirmative and negative positions. Snider & Schnurer(2006) states the job for the affirmative position are to agree and to develop the constructive argument through the related topics while adds the job from the negative team is to against and to offense the affirmative team. The ,first speaker of opening government team, prime minister provides the definition at the beginning of his or her speech. The definition should state the issue and state the meaning in any terms related to the motion. The definition has to be clear and logical linked to the motion and do not state into particular subject such as political and geographical narrowly. While, Wallace (2004) the roles of two teams ,opening government and opposition, have to make the logical arguments so it will make the closing teams' job difficult to bring up the new arguments. Meanwhile, the leader of opposition may challenge the definition which is delivered by the prime minister and clearly stated that he or she is challenging the definition. In addition, Wallace (2004) the closing team of government and opposition must distinguish their argument to the opening team.

In conclusion, each team has to deliver their arguments linked to their positions in the team.

Finally, the British parliamentary emphasizes more on the process of greater discussion of the debater's arguments related to the motion. It focuses on the matter ,the content of the speech, which includes arguments and its reasoning used by the debaters related on the given motion. All content in the debaters' speech has to be relevant, logical, consistent so, it will persuade the audiences and the judges.