CHAPTER II
LITERATURE REVIEW

2.1 Theoretical Framework

Study of argumentation in debate relates into the existance ofdiscourse markers as the linguistic approach to identify the features of arguments. The features of arguments is used on Faser has main two classes,Discourse markerswhich relate messages and discourse markers which relate topics. In his classification, discourse markers which relate messages are divided into three Each markers carries different function. In the transcribed data from the final round of IVEDthere are discourse markers that used by debaters in their argument to indicate each fautures.

2.1.1 Discourse Markers

The study of discourse marker had been done by several groups of researcher and carried different name as well as different meaning. Fraser mentioned different names of what so called discourse markers based on different group of researcher such as discourse signaling devices (Polanyi and Scha, 1983), cue phrases (Knott and Dale, 1994), discourse connectives (Blakemore, 1987, 1992), discourse operators (Redeker, 1990, 1991), pragmatic expressions (Erman, 1992), pragmatic connectives (van Dijk, 1979; Stubbs, 1983), discourse particles (Schorup, 1985), pragmatic particles (Ostman,1995), phatic connectives (Bazanella, 1990), ,pragmatic formatives (Fraser, 1987), pragmatic operators (Ariel, 1994) pragmatic markers (Fraser, 1988, 1990; Schiffrin, 1987). Zwicky in Freser (1991) mentioned that that Discourse Markers must be separated from

other function words. He further mentioned that these discourse markers mostly appear in the beginning of sentence.

Fresser (1999) mentioned that *well* is the discourse marker of Labov and Fanshel. Levinson in Fresser (1999) mention the the examples are utterance-initial usages of *but,therefore, in conclusion, to the contrary, still, however, anyway, well, besides, actually, all in all, so, after all*. Schriffin, in the *Handbook of Discourse Analysis,*defines discourse markers as sequentially dependent elements that bracket units of talk" (Schiffrin, Tannen, & Hamilton, The Handbook of Discourse Analysis, 2001, hal. 57). She further mentioned that discourse markers could be categorized as a set of linguistic expressions included of members of word class such as conjunctions (e.g.), interjections (*oh*), adverbs(*now*, *then*), and lexicalized phrases (*y'know*, *I mean*). Bright (1992) mentioned that discourse markers is a set of linguistic items functioning in the cognitive, social, expressive and contextual domain.

Frasser (1991) stated that despite of different labels for discourse markers such as discourse connectives, discourse operators,or cue phrases—that he himself use 'discourse markers'—the expressions the discussion which share one main property. This property is explain that a relationship between some aspect of the discourse segment—in which these discourse marker is part of it—and some aspects that prior discourse segment (S1) is imposed is imposed by discourse markers. Moreover, he stated the function of discourse marker is like a *two-place relation* and he also mentioned the canonical form of his explanation as <S1. DM+S2>. He further explained that there are several issue about discourse marker

that need to be consider. The first is that segments which related by a Discourse Marker is not necessarily adjasent or in other word the segments are might not contain the same particular issue, for example:

   a. He drove the trsuct through the parking lot into the street. Then he almost cut me off. After that, he ran a red light. <u>However,</u> these weren't his worst offenses.

   b. A: I don't want to go very much. B: John said he would be there. A: <u>However,</u>I do have some sort of obligation to be there.(Fraser, 1999, p. 938)

Discorse Marker *however*in (a)relates the segmentit introduces ('These weren't his worst offenses') withseveral prior segments, it is not only introduce prior segment ('After that, he ran a red light'). In Example (b) the *however*reltes to the one before the prior segment (I don't want to go very much), itdoes not relate to the segment immediately prior (John said he would be there). The second is that a Discourse Marker does not necessarily introduce S2, but it also allow to appear in the middle and at the end of the position too. In account of almost all Discours Markers appear in at the beginning as those in:

   a. Harry is old enough to drink. <u>However</u>, he can't because he has hepatitis.

   b. It is freezing outside. I will, <u>in spite of this</u>, not wear a coat.

The third is abot the grammatical status of the Discourse Marker. There are four cases that need to be considered.the first case is that

Fraser (1999) divides Discourse marker into two classes. The first class is the discourse markers which relate messages. This class is divided into three subclass namelycontrastive markers, collateral markers or elaborative markers and inferential markers. The second class is the discourse marker which relates topics.

Based on Frasser (1999) the first subclass of discourse markers involves discourse markers which relate different aspect of the messages communicated namely Contrastive Markers. In the other words the discourse markers give sign that the explicit interpretation of S2 is contrast with S1 as the example below. Signals that the explicit interpretation of S2 contrasts with an interpretation of S1

a. John weighs 150 pounds. In comparison, Jim weighs 155.

b. We left late. Nevertheless, we got there on time.

c. A: Chris is a happy bachelor. B: But Chris is female.

This group includes: in comparison (with/to this/that), (al)though, nevertheless, nonetheless, but, contrary to this/that, conversely, though,in spite of (doing) this/that, whereas,instead (of (doing) this/that), despite (doing) this/that, ,in contrast (with/to this/that), on thecontrary, on the other hand, rather (than (do) this/that), still, yet, however.

The second subclass is e1aborative markers. These markers are used to show how S2 has the parallelrelation with S1 or even add more value to S1. Example below explains this relationship:

a. The picnic is ruined. The mayonnaise has turned rancid. The beer is warm. **Furthermore**, it's raining.

b. You should always be polite. **Above all,** you shouldn't belch at the table.

c. They didn't want to upset the meeting by too much talking. **Similarly,** we Didn't want to upset the meeting by too much drinking.

This subclass of elaborative markers includes:or, above all, better yet, by the same token, correspondingly,for another thing, equally, too, well, further(more), analogously, and, in addition, in any event, in particular, I mean, likewise, also, besides, more to the point, moreover, namely, on top ofit all, otherwise, similarly, to cap it all off, what is more.

The last subclass is inferential marker. These markers give signals that S2 is the conclusion of S1 and probably additional segments. Example below show the relation between S1 and S2 by using elaborative markers:

a. The bank has been closed all day. **Thus,** we couldn't make a withdrawal.

b. It's raining. **Under those conditions**, we should ride our bikes.

c. There's a fearful storm brewing. **So** don't go out.

Elaborative markers includes: so, on that condition, accordingly, all things considered, as a (logical) consequence/conclusion, , because of this/that, consequently, in any case, hence, in this/that case, itcan be concluded that, of course, then, therefore, thus, as result.

Fusser further explains that there is inferential group of discourse marker whichconnected S2, as conclusion which followed S1 whereas the inferential group of DMs related a conclusion, S2, which followed from. It can be said that S2 provides a reason for the prior content in S1. For example:

a. I want to go to the movies. **After all**, it's my birthday.

b. I'm not going to live with you anymore, **since** I can't stand your cooking.

c. Take a bath right away**, because** we have to get going.

This group includes:

After all, because, for this/that reason, since

Second classification discourse markers proposed by Frasser is discourse markers which sign the change of the topic.

a. This dinner looks delicious**. Incidentally** where do you shop?

b. I am glad that is finished. **To return to my point**, I'd like to discuss your

Paper.

Examples above shows that S1 and S2 carry different topics and these markers are the sign to introduce the changes. These markers includes: , by the way, back to my original point, before I forget, incidentally, with regards to, , speaking of X, that reminds me, to change totopic, to return to my point, just to update you , while I think of it, on a different note.

2.1.2 Toulmin's Layout of Argument

The oldest basic idea or argumentations is proposed by Aristotle. Aristotle in Barmejuo-Luque (2011) stated that the old tradition of argumentation focused on logic (proof), rhetoric (persuasion) and dialectic (dialectic). Aristotle uses argumentation to portray an error of thinking and to create a discourse for irrational idea. She also mentioned that Aristotle's logic was the two sides of form and substance or established as syllogism.

Some S(s) are M

Some M(s) are P

Therefore, some S(s) are M.

However, Toulmin (2003) mentioned that basic propositions at a time proposed by Aristotle to analyze micro-structure of arguments possibly create a

further questioned. Three headings to analyze are minor premises, major premises and conclusion. He further stetted that there must be a question raised to challenge that these scheme might not sufficient for categorizing all elements of arguments under these headings. Govier (2010) stated that he consider the following pattern of argument.

1. I think.

Therefore

2. I exist.

He reviews pattern of arguments which is famous in the history of philosophy; it was put forward by the seventeenth-century philosopher René Descartes in his work Meditations on First Philosophy. He stated that the context of the argument was considering what people could reasonably doubt and what they could not reasonably doubt. Descartes came to realize that doubting involves thinking, which is possible only if the one who is thinking exists. In the above representation of Descartes' argument, statement (1) is the premise and statement (2) is the conclusion. The word therefore indicates that (1) is intended to provide rational support for (2).

Toulmin's layout of arguments is formed by the existence of questions in early assertion. Referring to his previous statement that there should be sufficient categorization for all elements of argument, more complex pattern is raised to answer every possible question. Toulmin's first steps to understand the pattern of arguments is by proposing a distinction between vary of components. The first distinctions are between claim or conclusion(C) and datum (D)(Toulmin, The

Uses of Argument, 2003). So the first component is Claim. Claim is assertion, sometimes can be categorized as the end of reasoning process, and it is a conclusion. Conclusion is what speakers belive it is so, or something that they believe it is right or wrong. This conclusion that needs to be proved (Toulmin, The Uses of Argument, 2003). When someone asserts or claims about something, data's function is to support the claim. The second features of arguments isData. Data is facts that appeal to as a foundation for the claim can be infer that data is the fact, example, foundations of claim. The example 'Harry's hair is not black' as the example of assertion mention by Toulmin explained that datum is appeared when personal knowledge that Harry's hair is red is also appearing. Further explanation is that first challengers' question is " What have you got to go on ?" and after this questioned appear, data should be served to answer this question and by constructing more factual information appears to see the bearing between claim and datum. In result, question such as "How do you get there?" as the reflection of further statement is required to be brought up and in this step. Toulmin (2003) mentioned that warrant is incidental and explanatory, its purpose is to give explicit step and to refer it back to the larger point of view of presupposition. The reasoning process or warrant (W) is happening by saying: "if something is considered as red, it will not be considered as black as well". Warrant is and explanatory, its purpose is simply to register explicitly the legitimacy of the step involved and to refer it back to the larger class of steps whose legitimacy is being presupposed. Sometimes logic provides the warrants for our conclusions; sometimes the warrants are elusive, illogical, or even missing altogether (Ericson

& Murphy, 2003). Picture below is the basic skeleton of argument based on Toulmin's layout of argument. It is consist of claim, data and warrant
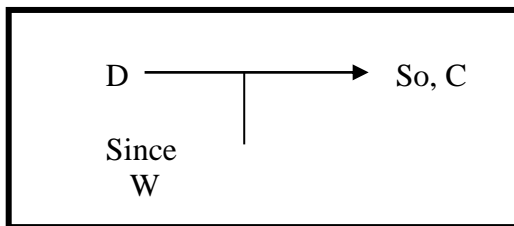

Figure 2.1 : Skeleton of Earlier Pattern (p. 92)

Figure 2.1 explain *the skeleton of a pattern* of earlier Toulmin's layout or arguments. It can be interpreted as if there is a (D), so there will be (C), since (W). Toulmin(2003) gives an example of a claim: 'Harry is a British subject", the data is 'harry was born in Bermuda" since 'A man born in Bermuda will be a British subject'.
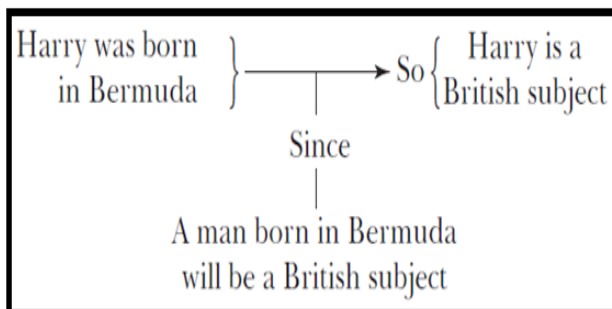

Figure 2.2: Examples of earlier pattern (p.29)

In addition, Toulmin stated that the reason for distinguishing data from warrants is to figured out that data is tend to be explicit while warrant is implicit. New feature namely Qualifier (Q), Backing (B) and rebuttal (R). Qualifier as the next features is explicit reference to the degree of force which our data confer on our claim in virtue of our warrant. Qualifier modals (Q) *'probably'* and *'presumably'* might be

added to see how the data confer the virtue of warrant (2003). He further explain when circumstances of warrant's authority is put aside, condition of rebuttal (R) is indicated. Rebuttal is conditions of exception. Counter statements to guarantee the genuinestatements by giving counter conditions.
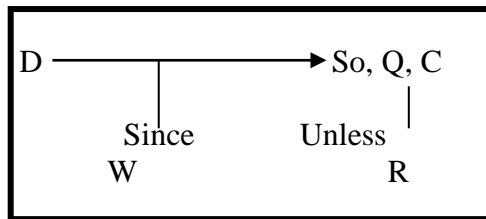

Figure2.3: Further form of Skeleton with Qualifier and Rebuttal

Harry is a British subject is (C), to support this claim datum is appealed (D) that he was born in Bermuda. Since this claim is mainly in the area of claiming one's nationality so qualifying 'presumably' (Q) is needed to be placed before conclusion and rebuttal (R) is putted to show the counter condition. Toulmin explain as well in the case where warrant is also challenged or in order to make it stronger, placement backing (B) for warrant can be done. Backing as the last features is the form of categorical statements of fact as well as make the data appealed to in direct support of our conclusions. The skeleton of pattern as shown in figure 2.4 explained the location of backing (B) while figure 2.5 shows the example of a claim and how it turns to a complete lay out.
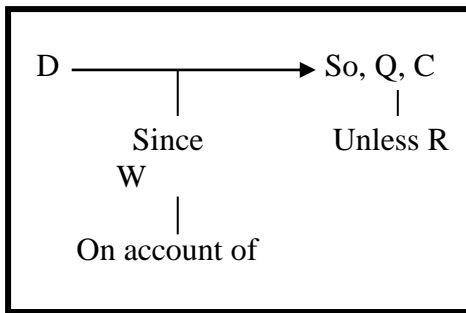
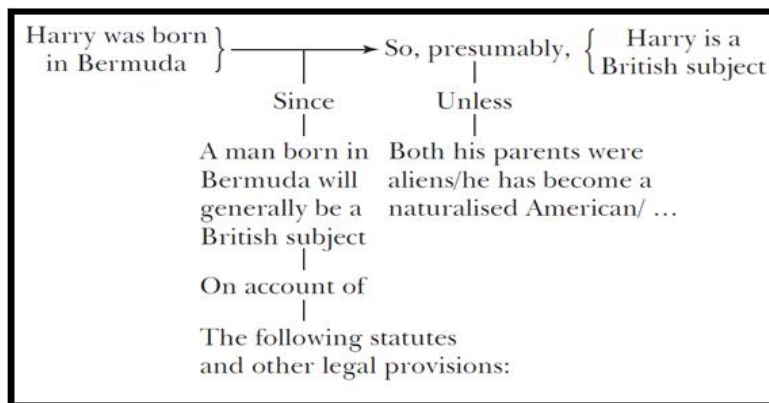Figure 2.4: Complete Skeleton of Layout (p. 97)

Figure 2.5: Example of Complete Argument

Figure 2.5 provides complete example of how the layout should be in the form of statement and it also shows the link between one ideas to another. So the complete example would be like harry was born in Bermuda, so Harry is a British Subject. Since a man born in Bermuda will generally be a British Subject in account of the following statutes and other legal provisions. Unless both parents were aliens/he has become a naturalized American.

2.2 Review of Related Studies

There are several researches which assemble the analysis of argumentation and study about discourse markers. Some of these studies used Toulmin's layout of arguments while the rest use other theory but still in the field of argumentation analysis. In the study of discourse markers, some researcher used theory Proposed by Schiffrin.

The first study of discourse marker is done by Croucher (2004). This study is aimed to find out the relationship of discourse marker such as um, uh, like, and you know, and the use of those markers in the extemporaneous and impromptu speaking. The data of this study is the transcribed data of one hundred and fifty speeches as well as when the markers is used. The result of this study is that gender comparison gives no significant in the usage of markers *um* and *uh*. This study further reveals that there is significant on the use of *like, you know*. The gap of my research and this research is the theory of discourse markers used. My study used the theory of discourse markers proposed by Busman while I used the theory of discourse markers is the theory proposed by Frasser (1999). Moreover my study used supporting theory about argumentation propose by Toulmin (2003)

The first study uses Toulmin's layout of arguments is used in order to analyze the status a major debate in artificial intelligence. Horn (1998) creates possible mapping of the arguments which shows that he thought about all possible area which debate will took account by stating different questions such as *'Can computers think', 'Can the Touring Test Determine whether Computers can Think'* or not, *'Is it Possible for Physical Symbol Think'* and other questions. The aimed of this study is to create philosophical argument for the debate that Alan Touring started about his claim that Machine can think. The result is that he created an arguments based on Toulmins layout. The Gap of this study and my study is, my study not only analyzed the features of arguments by using Toulmin's Layout, and I also use the approach of pragmatic, precisely theory of discourse marker.

The other study is conducted by Lunsford (2002). The title of her study is *Contextualizing Toulmin's Model in the Writing Classroom.* Her subject of the study is all fifth- year students *of Midwest* University. Further more she has to ensure that these students *focused writing instruction. The study was taken during writing Course in 6-weeks.* She gets her materials from course materials, student's paper, Student critique, TAs' comments, Audiotapes of the lectures and seminars, Audiotapes of semi structured, text-based interviews, E-mail, final course evaluations, and observational notes. She stated that Toulminian model can mediated class room interactions and writing instruction. Purpose of this study is to give clear description the engagement between one class and Toulminian argumentation. .There is three main research questions of this study. The first is what expectation for assigned and implicit tasks for claims during the course and the second is how negotiation about their understanding about expected tasks, context and claims between students and teacher. There are five students' essay as the main subject to be analyzed but she focused to one students since during interview she stated that Toulmin model of argumentation is foreign to her because it is different from her style of writing argument. Result of this study is six in total. The main conclusion is that there are continuity of forming Toulmin model of argumentation by both students and teachers. Participants are also having different interpretation of Toulmin's model so the distinction of datum and warrant is common in their essays.

The next study is done by Voss (2006). *Toulmin's Model and the Solving of Ill-Structured Problems* as his title of the study conducted to analyze the

process of solving his term of *ill-structured* problem in argument by expert. His subject is expert which suitable for the field, they are asked to assume that they were Head of The Soviet Ministry of Agriculture. Their speeches are recorded with how agricultural productivity can be improved as the theme of the speech. The speeches are coded and transcribed orthographically. In result, each expert produced around ten paragraphs. There are three results in his study; the first is each speech provides analysis to trace line of solver in the argument. The second result is datum and warrant is difficult to distinguish. The last result is warrants are not stated inside the arguments. However, important backing is provided. This study has several gaps with my study. Though Voss also used recorded data, but he only underlined the analysis under the layout of argument only. My study has goal to see the relationship between discourse markers and features of argument.

The next study is done by Mazida (2011). Her subject of the thesis is high school debaters and her study is using Toulmin's layout of arguments to analyze the data. The subject of the study was high school debaters on semifinal round of (English Festival) E-Fest Debating Championship that held by English Department Student Association (EDSA), Faculty of Humanities, and Airlangga University. She recorded semifinal round of high school English debate and analyzed the data qualitatively. Her aimed of her study is to find out common mistakes of debaters' argument and indicate the types of argument used by the debater by using layout of argumentation. Results of this study are first, high school debaters usually use the basic features of layout of arguments without giving more features to their arguments such as backing, qualifier and rebuttal.

The last result is how debaters are not giving well structured arguments with very less reasoning. This study has the same object with my study. However, the analysis of Mazida only until the level of features identification. I extend my study by putting prior theory about discourse markers and finally figure out the relation between the

The next study is done by Song and Ferretti (2012). *Teaching Critical Thinking about Argumentation* is the titleof her study and selects Atlantic University students as the subject. There are thirty undergraduate students, all of there are native English speakers which selected as participant for this study. Purpose of the study is to increase students' critical thinking by using argumentation scheme. There are three conditions in a purpose for getting the finding. The fist condition is that students asked to revise their essay by questioning and as well as answering critical questions. The second is by asking students to revise their essay by using argumentation scheme and the last is by giving no instruction to revise or asking back their essay. The finding is that, asking critical questions by using argumentation scheme make students produce better quality of essay. This study is related to my study on how critical thinking of students is needed in order to produce a good argumentative essay. In case building session, debaters are given time to prepare their arguments.

Study of argumentation is also done by Verheij (2006). *Evaluating Arguments Based on Toulmin's Scheme*is the title of his study. The aimed of this study is to prove important omission of Toulmin's treatment which never discussed by Toulmin before. Varheij analyze the examples of components inside

Toulmin's model. Moreover Verheij evaluate formally Toulmin-styled argument by using a dialectical interpretation of assumptions in the arguments. He finds out that the rules of arguments are distinctive from one domain to another. He used dialectical interpretation of the assumption and can be observed as defeated .

The last study about discourse markers is done by Jucker (1991), this study wanted to figure the theoretical relevancy of discourse well proposed by Schiffrin. He tried to analyze the notion of the context for the usage of this discourse marker. He further mentioned about how well becomes the discourse of insufficiency, fact-threat litigator and also as frame and delay device ion the conversation. The conclusion of the study is used to indicate the shift in the relevant context since the speakers wants to introduce new topics. The gap of this research and my study is the focused of discourse markers used. My study tried to figure out what discourse markers used in by debaters as well as the classification of features in the debate.