

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter would present findings and discussions about components and structures of the arguments that is used by Sir Ken Robinson in TED TALK.

#### A. Findings

##### 1. Components of Argument

In this part, the researcher focused on six components of argument which are claim, data, warrant, qualifier, rebuttal, and backing based on Toulmin's model of argument.

At the first Video of Sir Ken Robinson entitled "Bring on The Learning Revolution" (Video 1), the researcher had found 11 arguments (A). At the second Video entitled "Do School Kill Creativity?" (Video 2), the researcher had found 7 arguments (A) with the components of argument as the table below:

No	Argument	Claim	Data	Warrant	Qualifier	Rebuttal	Backing
1.	A1	✓	✓	✓	✓	✓	✓
2.	A2	✓	✓	✓	✓	✓	✓

3.	A3	✓	✓	✓	-	-	✓
4.	A4	✓	✓	✓	-	-	-
5.	A5	✓	✓	✓	-	-	✓
6.	A6	✓	✓	✓	-	-	✓
7.	A7	✓	✓	✓	✓	✓	✓
8.	A8	✓	✓	✓	-	-	✓
9.	A9	✓	✓	✓	-	-	✓
10.	A10	✓	✓	✓	✓	-	✓
11.	A11	✓	✓	✓	-	✓	✓

Table 4.2							
Checklist of the Argument Components of Video 2							
No	Argument	Claim	Data	Warrant	Qualifier	Rebuttal	Backing
1.	A1	✓	✓	✓	✓	-	✓
2.	A2	✓	✓	✓	-	-	✓
3.	A3	✓	✓	✓	✓	✓	-
4.	A4	✓	✓	✓	✓	✓	✓
5.	A5	✓	✓	✓	✓	-	✓
6.	A6	✓	✓	✓	✓	-	✓
7.	A7	✓	✓	✓	✓	-	✓

## a. Claim

Claim is the thesis statement or the stand point of argument which is supported by reason and evidence.

Table 4.3		
Claim of arguments in Video 1		
No	Argument No	Phrases/ sentences
1.	A1	I <i>believe</i> fundamentally, as many speakers have said during the past few days, that we make very poor use that we make very poor use of our talents.
2.	A2	Very many people go through their whole lives having no real sense of what their talents may be
3.	A3	And high among them is education
4.	A4	Every education system in the world is being reformed at the moment and it's not enough.
5.	A5	One of the real challenges is to innovate fundamentally in education
6.	A6	"...many of our ideas have been formed, not to meet the circumstances of this century, but to cope with the circumstances of previous centuries"
7.	A7	1. There are things we're enthralled to in education. One of them is the idea of linearity: that it starts here and you go through a track and if you do everything right, you will end up set for the rest of your life 2. You know, to me, human communities depend upon a diversity of talent, not a singular conception of ability.
8.	A8	At the heart of the challenge is to reconstitute our sense of ability and of intelligence. This linearity thing is a problem
9.	A9	We have built our education systems on the model of fast food.
10.	A10	One is that human talent is tremendously diverse. People have very different aptitudes. <u>So</u> I think we have to change metaphors

11.	A11	We have to go from what is essentially an industrial model of education, a manufacturing model, which is based on linearity and conformity and batching people.
-----	-----	---

In claim in Video 1, the researcher found 11 claims for each argument. It is mean that all arguments in Video 1 have a claim.

Table 4.4		
Claim of arguments in Video 2		
No	Argument No	Phrases/ sentences
1.	A1	<u>So</u> I want to talk about education and I want to talk about creativity. My contention is that creativity now is as important in education as literacy,
2.	A2	They have become frightened of being wrong. And we run our companies like this, by the way.
3.	A3	We stigmatize mistakes. And we're now running national education systems where mistakes are the worst thing you can make. <u>And the result</u> is that we are educating people out of their creative capacities.
4.	A4	Truthfully, what happens is, as children grow up, we start to educate them progressively from the waist up. And then we focus on their heads.
5.	A5	Now our education system is predicated on the idea of academic ability. And there's a reason. The whole system was invented -- around the world, there were no public systems of education, really, before the 19th century. They all came into being to meet the needs of industrialism. <u>So</u> the hierarchy is rooted on two ideas.
6.	A6	We need to radically rethink our view of intelligence.
7.	A7	I <u>believe</u> our only hope for the future is to adopt a new conception of human ecology, one in which we start to reconstitute our conception of the richness of human capacity

In Video2, the researcher found 7 claims. It is mean all arguments in Video 2 have a claim.

## b. Data

Data is the statement that indicates the evidence or the reason of claim.

No.	Argument No	Phrases/ statements
1.	A1	But I believe there's a second climate crisis, which is as severe, which has the same origins, and that we have to deal with with the same urgency.
2.	A2	".. I meet all kinds of people who don't think they're really good at anything. Actually, I kind of divide the world into two groups now"
3.	A3	"... <i>because</i> education, in a way, dislocates very many people from their natural talents. And human resources are like natural resources; they're often buried deep"
4.	A4	Reform is no use anymore, <i>because</i> that's simply improving a broken model.
5.	A5	1. Innovation is hard <i>because</i> it means doing something that people don't find very easy, for the most part 2. The great problem for reform or transformation is the tyranny of common sense;
6.	A6	But our minds are still hypnotized by them, and we have to disentrall ourselves of some of them.
7.	A7	Everybody who's spoken at TED has told us implicitly, or sometimes explicitly, a different story: that life is not linear; it's organic
8.	A8	When I arrived in L.A. about nine years ago, I came across a policy statement -- very well-intentioned -- which said, "College begins in kindergarten." No, it doesn't. It doesn't.

9.	A9	This is something Jamie Oliver talked about the other day. You know there are two models of quality assurance in catering. One is fast food, where everything is standardized. The other are things like Zagat and Michelin restaurants, where everything is not standardized, they're customized to local circumstances.
10.	A10	I worked out recently that I was given a guitar as a kid at about the same time that Eric Clapton got his first guitar. You know, it worked out for Eric, that's all I'm saying. In a way, it did not for me. I could not get this thing to work no matter how often or how hard I blew into it. It just wouldn't work. But it's not only about that. It's about passion.
11.	A11	We have to move to a model that is based more on principles of agriculture. We have to recognize that human flourishing is not a mechanical process; it's an organic process. And you cannot predict the outcome of human development.

In Video 1, the researcher found there are 11 data that is used to support each claim.

Table 4.6		
Data of arguments in Video 2		
No	Argument No	Phrases/ sentences
1.	A1	We have a huge vested interest in it, partly <i>because</i> it's education that's meant to take us into this future that we can't grasp.
2.	A2	Now, I don't mean to say that being wrong is the same thing as being creative.
3.	A3	<i>Picasso once said this</i> -- he said that all children are born artists. The problem is to remain an artist as we grow up.
4.	A4	Art and music are normally given a higher status in schools than drama and dance. There isn't an education system on the planet that teaches dance everyday to children the way we teach them mathematics.
5.	A5	<i>Number one</i> , that the most useful subjects for work are at the top. So you were probably steered benignly away from things at school when you were a kid, things you liked, on the grounds that you would never get a job doing that. Is

		that right? Don't do music, you're not going to be a musician; don't do art, you won't be an artist. Benign advice -- now, profoundly mistaken. The whole world is engulfed in a revolution. <i>And the second is academic ability</i> , which has really come to dominate our view of intelligence, <i>because</i> the universities designed the system in their image.
6.	A6	We know three things about intelligence
7.	A7	Our education system has mined our minds in the way that we strip-mine the earth: for a particular commodity. And for the future, it won't serve us. We have to rethink the fundamental principles in which we're educating our children.

In Video 2, the researcher found there are 7 data that is used to support for each claim.

c. Warrant

Warrant is the statement that is used to link between claim and data.

Table 4.7		
Warrant of arguments in Video 1		
No.	Argument No	Phrases/ statements
1.	A1	"...and I mean by this -- and you may say, by the way, "Look, I'm good. I have one climate crisis; I don't really need the second one." But this is a crisis of, not natural resources "
2.	A2	"... <i>Jeremy Bentham</i> , the great utilitarian philosopher, <i>once spiked this argument</i> . He said, "There are two types of people in this world: those who divide the world into two types and those who do not." Well, I do"

3.	A3	You have to go looking for them, they're not just lying around on the surface. You have to create the circumstances where they show themselves.
4.	A4	What we need -- and the word's been used many times during the course of the past few days -- is not evolution, but a revolution in education. This has to be transformed into something else.
5.	A5	1. It means challenging what we take for granted, things that we think are obvious. 2. things that people think, "Well, it can't be done any other way because that's the way it's done"
6.	A6	Now, doing this is easier said than done. It's very hard to know, by the way, what it is you take for granted.
7.	A7	We create our lives symbiotically as we explore our talents in relation to the circumstances they help to create for us. But, you know, we have become obsessed with this linear narrative.
8.	A8	If we had time, I could go into this, but we don't. Kindergarten begins in kindergarten. A friend of mine once said "You know, a three year-old is not half a six year-old." They're three.
9.	A9	And we have sold ourselves into a fast food model of education, and it's impoverishing our spirit and our energies as much as fast food is depleting our physical bodies.
10.	A10	Often, people are good at things they don't really care for. It's about passion, and what excites our spirit and our energy. And if you're doing the thing that you love to do, that you're good at, time takes a different course entirely
11.	A11	All you can do, like a farmer, is create the conditions under which they will begin to flourish So when we look at reforming education and transforming it, it isn't like cloning a system.

In Video 1, the researcher found 11 warrant that is used to link between claim and data in arguments.



Table 4.8		
Warrant of arguments in Video 2		
No.	Argument No	Phrases/ statements
1.	A1	If you think of it, children starting school this year will be retiring in 2065. Nobody has a clue -- despite all the expertise that's been on parade for the past four days --
2.	A2	What we do know is, if you're not prepared to be wrong, you'll never come up with anything original -- if you're not prepared to be wrong. And by the time they get to be adults, most kids have lost that capacity.
3.	A3	In fact, we moved from Stratford to Los Angeles. So you can imagine what a seamless transition that was. (Laughter) .....But something strikes you when you move to America and when you travel around the world
4.	A4	If you were to visit education, as an alien, and say "What's it for, public education?" I think you'd have to conclude -- if you look at the output, who really succeeds by this, who does everything that they should, who gets all the brownie points, who are the winners -- I think you'd have to conclude the whole purpose of public education throughout the world is to produce university professors. Isn't it?
5.	A5	And the consequence is that many highly talented, brilliant, creative people think they're not, <i>because</i> the thing they were good at at school wasn't valued, or was actually stigmatized. And I think we can't afford to go on that way. In the next 30 years, <i>according to UNESCO</i> , more people worldwide will be graduating through education than since the beginning of history. More people, and it's the combination of all the things we've talked about -- technology and its transformation effect on work, and demography and the huge explosion in population.
6.	A6	<i>One, it's diverse.</i> We think about the world in all the ways that we experience it. We think visually, we think in sound, we think kinesthetically. We think in abstract terms, we think in movement. <i>Secondly, intelligence is dynamic.</i> If you look at the interactions of a human brain, as we heard

		yesterday from a number of presentations, intelligence is wonderfully interactive. The brain isn't divided into compartments. <i>In fact</i> , creativity -- which I define as the process of having original ideas that have value -- more often than not comes about through the interaction of different disciplinary ways of seeing things. ....(Laughter) <u><i>And the third thing about intelligence is, it's distinct.</i></u> I'm doing a new book at the moment called "Epiphany," which is based on a series of interviews with people about how they discovered their talent. I'm fascinated by how people got to be there.
7.	A7	There was a wonderful <i>quote by Jonas Salk</i> , who said, "If all the insects were to disappear from the earth, within 50 years all life on Earth would end. If all human beings disappeared from the earth, within 50 years all forms of life would flourish."

In Video 2, the researcher found 7 warrants that is used to link between claim and data in argument.

d. Qualifier

Qualifier is a statement that indicated the range of certainty in argument.

Table 4.9		
Qualifier of arguments in Video 1		
No.	Argument No	Phrases/ statements
1.	A1	I believe <i>fundamentally</i> , as many speakers have said during the past few days,..
2.	A2	Very many people go through their whole lives having no real sense of what their talents may be, <u><i>or if they have any to speak of.</i></u>
3.	A3	-

4.	A4	-
5.	A5	-
6.	A6	-
7.	A7	And <i>probably</i> the pinnacle for education is getting you to college. <i>I think</i> we are obsessed with getting people to college. Certain sorts of college.
8.	A8	-
9.	A9	-
10.	A10	One is that human talent is <i>tremendously</i> diverse. People have very different aptitudes. So <i>I think</i> we have to change metaphors.
11.	A11	-

In Video 1, the researcher found that 5 qualifiers that is used in argument which are in A1, A2, A5, A7, and A10.

Table 4.10		
Qualifier of arguments in Video 2		
No.	Argument No	Phrases/ statements
1.	A1	1) ..and I <i>think</i> we all do. We have a huge vested interest in it, .... 2) If you <i>think</i> of it, children starting school this year will be retiring in 2065..... 3) I <i>think</i> , is extraordinary.....
2.	A2	-
3.	A3	<i>I believe this passionately</i> , that we don't grow into creativity, we grow out of it.
4.	A4	1) Truthfully 2) I <i>think</i> math is very important, 3) I <i>think</i> you'd have to conclude -- if you look at the output

		4) I <i>think</i> you'd have to conclude the whole purpose of public education....
5.	A5	1)So you were <i>probably</i> steered benignly away from things at school when you were a kid, things you liked, 2)I <i>think</i> we can't afford to go on that way
6.	A6	I had with a wonderful woman who <i>maybe</i> most people have never heard of; she's called Gillian Lynne
7.	A7	I <i>believe</i> our only hope for the future is to adopt a new conception of human ecology

In Video 2, the researcher found 6 qualifiers in argument. They are in A1, A3, A4, A5, A6, and A7.

e. Rebuttal

Rebuttal is a statement that acted as the counterargument. it is an exceptional condition or situation that counter warrant and conclusion.

Table 4.11		
Rebuttal of arguments in Video 1		
No.	Argument No	Phrases/ statements
1.	A1	<i>though</i> I believe that's true --_but a crisis of human resources.
2.	A2	<i>But</i> I also meet people who love what they do and couldn't imagine doing anything else.
3.	A3	-
4.	A4	-
5.	A5	-
6.	A6	-

7.	A7	.I don't mean you shouldn't go to college, <i>but</i> not everybody needs to go and not everybody needs to go now. Maybe they go later, not right away.
8.	A8	-
9.	A9	-
10.	A10	-
11.	A11	“... <i>if</i> that's where they choose to be educated with their families or their friends.”

In Video 1, the Researcher found 4 rebuttal or counterargument that is used in argument. They are in A1, A2, A7, and A11.

Table 4.12		
Rebuttal of arguments in Video 2		
No.	Argument No	Phrases/ statements
1.	A1	-
2.	A2	-
3.	A3	-
4.	A4	1)I think this is rather important. I think math is very important, <i>but so is dance</i> . 2) <i>But</i> you know, we shouldn't hold them up as the high-water mark of all human achievement. They're just a form of life, another form of life. <i>But</i> they're rather curious, and I say this out of affection for them. There's something curious about professors in my experience -- not all of them, <i>but</i> typically -- they live in their heads. They live up there, and slightly to one side. They're disembodied, you know, in a kind of literal way.
5.	A5	-

6.	A6	-
7.	A7	-

In Video 2, the researcher found 1 rebuttal or counterargument that is used in argument which is A4.

f. Backing

Backing is a statement that provided the further explanation of the warrant.

No.	Argument No	Phrases/ statements
1.	A1	<i>as many speakers have said during the past few days</i> , that we make very poor use that we make very poor use of our talents.
2.	A2	- I meet all kinds of people who don't enjoy what they do. They simply go through their lives getting on with it. They get no great pleasure from what they do. They endure it rather than enjoy it and wait for the weekend.
3.	A3	And you might imagine education would be the way that happens, but too often it's not.
4.	A4	-
5.	A5	<i>I came across a great quote recently from Abraham Lincoln</i> , he said this: "The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion." I love that. Not rise to it, rise with it. "As our case is new, so we must think anew and act anew. We must disenthrall ourselves, and then we shall save our country."

6.	A6	<i>And the reason is</i> , you see, that we were brought in a pre-digital culture, those of us over 25. And so for us, if you want to know the time you have to wear something to tell it. Kids now live in a world which is digitized, and the time, for them, is everywhere. They see no reason to do this. And by the way, you don't need to do it either; it's just that you've always done it and you carry on doing it.
7.	A7	<p>And I was up in San Francisco a while ago doing a book signing. There was this guy buying a book, he was in his 30s. And I said, "What do you do?"</p> <p>And he said, "I'm a fireman."</p> <p>And I said, "How long have you been a fireman?"</p> <p>He said, "Always. I've always been a fireman."</p> <p>And I said, "Well, when did you decide?"</p> <p>He said, "As a kid." He said, "Actually, it was a problem for me at school, because at school, everybody wanted to be a fireman." He said, "But I wanted to be a fireman." And he said, "When I got to the senior year of school, my teachers didn't take it seriously. This one teacher didn't take it seriously. He said I was throwing my life away if that's all I chose to do with it; that I should go to college, I should become a professional person, that I had great potential and I was wasting my talent to do that." And he said, "It was humiliating because he said it in front of the whole class and I really felt dreadful. But it's what I wanted, and as soon as I left school, I applied to the fire service and I was accepted." And he said, "You know, I was thinking about that guy recently, just a few minutes ago when you were speaking, about this teacher," he said, "because six months ago, I saved his life." He said, "He was in a car wreck, and I pulled him out, gave him CPR, and I saved his wife's life as well." He said, "I think he thinks better of me now."</p>
8.	A8	<p>But as we just heard in this last session, there's such competition now to get into kindergarten -- to get to the right kindergarten -- that people are being interviewed for it at three. Kids sitting in front of unimpressed panels, you know, with their resumes, flipping through and saying, "Well, this is it?"</p> <p>"You've been around for 36 months, and this is it?"</p> <p>Spent the first six months breastfeeding, the way I can see it."</p> <p>See, it's outrageous as a conception, but it</p>
9.	A9	-

10.	A10	If you're doing something that doesn't resonate with your spirit, five minutes feels like an hour. And the reason so many people are opting out of education is <i>because</i> it doesn't feed their spirit, it doesn't feed their energy or their passion.
11.	A11	There are great ones, like KIPP's; it's a great system. There are many great models. It's about customizing to your circumstances and personalizing education to the people you're actually teaching. And doing that, I think, is the answer to the future because it's not about scaling a new solution; it's about creating a movement in education in which people develop their own solutions, but with external support based on a personalized curriculum.

In Video 1, the researcher found 9 backings that is used in argument. They are in A1, A2,A3, A5, A6, A7, A8, A10, and A11.

Table 4.14		
Backing of arguments in Video 2		
No.	Argument No	Phrases/ statements
1.	A1	So the unpredictability, I think, is extraordinary. And the third part of this is that we've all agreed, nonetheless, on the really extraordinary capacities that children have -- their capacities for innovation.
2.	A2	I heard a <i>great story</i> recently -- I love telling it -- of a little girl who was in a drawing lesson. She was six and she was at the back, drawing, and the teacher said this little girl hardly ever paid attention, and in this drawing lesson she did. The teacher was fascinated and she went over to her and she said, "What are you drawing?" And the girl said, "I'm drawing a picture of God." And the teacher said, "But nobody knows what God looks like." And the girl said, "They will in a minute.. They're not frightened of being wrong.
3.	A3	Every education system on earth has the same hierarchy of subjects. Every one. Doesn't matter where you go. You'd think it would be otherwise, but it isn't. At the top are mathematics and languages, then the humanities, and the bottom are the arts. Everywhere on Earth. And in



		pretty much every system too, there's a hierarchy within the arts.
4.	A4	They're the people who come out the top. And I used to be one, so there. (Laughter) And I like university professors,
5.	A5	Suddenly, degrees aren't worth anything. Isn't that true? When I was a student, if you had a degree, you had a job. If you didn't have a job it's <i>because</i> you didn't want one. And I didn't want one, frankly. It's a process of academic inflation..
6.	A6	It's really prompted by a conversation I had with a wonderful woman who maybe most people have never heard of; she's called Gillian Lynne -- have you heard of her? Some have. She's a choreographer and everybody knows her work. She did "Cats" and "Phantom of the Opera." She's wonderful. I used to be on the board of the Royal Ballet in England, as you can see. Anyway, Gillian and I had lunch one day and I said, "Gillian, how'd you get to be a dancer?" And she said it was interesting; when she was at school, she was really hopeless. She was eventually auditioned for the Royal Ballet School; she became a soloist; she had a wonderful career at the Royal Ballet. She eventually graduated from the Royal Ballet School and founded her own company -- the Gillian Lynne Dance Company -- met Andrew Lloyd Weber. She's been responsible for some of the most successful musical theater productions in history; she's given pleasure to millions; and she's a multi-millionaire. Somebody else might have put her on medication and told her to calm down. Now, I think What I think it comes to is this: Al Gore spoke the other night about ecology and the revolution that was triggered by Rachel Carson.
7.	A7	And he's right. What TED celebrates is the gift of the human imagination. We have to be careful now that we use this gift wisely and that we avert some of the scenarios that we've talked about. And the only way we'll do it is by seeing our creative capacities for the richness they are and seeing our children for the hope that they are. And our task is to educate their whole being, so they can face this future. By the way -- we may not see this future, but they will. And our job is to help them make something of it. Thank you very much.

In Video 2, the researcher found 7 backings that is used in argument. They are in A1, A2, A3, A4, A5, A6, and A7.

Based on the table above, the researcher analyzed components of argument both of Video 1 and Video 2 and the result as following:

No.	Components of argument	Frequency		Total	Percentage
		Video 1	Video 2		
1.	Claim	11	7	18	100%
2.	Data	11	7	18	100%
3.	Warrant	11	7	18	100%
4.	Qualifier	4	6	10	55,6%
5.	Rebuttal	4	1	5	27,8%
6.	Backing	9	7	16	88,9%

Based on the **table 4.15** above, it can be seen that Sir Ken Robinson used six components of argument with distribution are claim, data, and warrant were 100%. It means he used claim, data, and warrant in all his arguments in Video 1 and Video 2. Then, for qualifier was 61, 1% and rebuttal was 27,8%. At last, for backing was 89,9%; because backing is used to support warrant in argument.

## 2. Structure of the Argument

In this part, the researcher focused on finding of the structures of argument which are coherence of the structure, linguistic clue, and evidence relationship.

No.	Argument No.	Structure of Argument					
		Coherent Structure			Linguistic clues		Evidence relationship
		Pre-order	Post-order	Hybird	Re-direction	Connectives	
1.	A1	-	✓	-	✓	-	✓
2.	A2	✓	-	-	-	✓	✓
3.	A3	✓	-	-	✓	-	✓
4.	A4	✓	-	-	-	✓	✓
5.	A5	✓	-	-	-	✓	✓
6.	A6	✓	-	-	-	✓	✓
7.	A7	-	-	✓	-	✓	✓
8.	A8	✓	-	-	-	✓	✓
9.	A9	✓	-	-	-	✓	✓
10.	A10	-	✓	-	-	✓	✓
11.	A11	✓	-	-	-	✓	✓

Based on the **table 4.16**, it is found that the structure of argument that is used by Sir Ken Robinson in Video 1 which are pre-order is 8, post-order are 2, and hybrid is 1. Then, for linguistic clues is found that re-direction are 2 and connectives are 9. Then, evidence relationship are 11.

Table 4.17							
Structures of Argument in Video 2							
No	Argument No.	Structure of Argument					
		Coherent Structure			Linguistic clues		Evidence relationship
		Pre-order	Post-order	Hybird	Re-direction	Connectives	
1.	A1	-	✓	-	✓	✓	✓
2.	A2		✓	-	-	-	✓
3.	A3	✓	-	-		✓	✓
4.	A4	-	-	✓	-	-	✓
5.	A5	✓	-	-	-	✓	✓
6.	A6	✓	-	-	-	✓	✓
7.	A7	✓	-		-	✓	✓

Based on the **table 4.17**, it is found that the structure of argument that is used by Sir Ken Robinson in Video2 which are pre-order was 4, post-order were 2, and hybrid was 1. Then, linguistic clues re-direction was 1 and connectives were 6. Then, evidence relationship were 7.

According to **table 4.16** and **table 4.17**, the researcher analyzed both of Videos Video 1 and Video 2 as table follow:

No	Structure of argument		Frequency		Total	Percentage
			Video 1	Video 2		
1.	Coherent structure	Pre-order	8	4	12	66,7%
		Post- order	2	2	4	22,2%
		Hybrid	1	1	2	11,1%
2.	Linguistic clue	Re- direction	2	1	3	16,7%
		Connecti ves	9	6	15	83,3%
3.	Evidence relationship		11	7	18	100%

The **table.4.18** showed that the percentage coherent structure of pre-order was 66,7%, for post-order was 22,2%, and for hybrid was 11,1%. Then, for linguistic clue showed that for re-direction clue had 16,7% then for connectives had 83,3%. At last, evidence relationship was 100%.

## B. Discussion

In this part, the researcher would focus to give some explanations about components of argument and structures of argument which are found in the Video 1 and Video 2 based on the theory of components of argument and structures of argument. On these discussions, the researcher only took some objects of each components and structures which are found in Video 1 and Video 2.

### 1. Components of argument

Components of argument based on Toulmin's model are claim, data, warrant, qualifier, rebuttal, and backing. Regarding on the **table 4.1** and the **table 4.2** it can be seen that the arguments that used by Sir Ken Robinson on his both videos have six components argument.

#### a. Claim

Related to claim on the **Table 4.3**, it showed that claim is a thesis statement that can draw conclusion. Meanwhile, Toulmin (2003) stated that it should be something he or she believed to be taken seriously. Therefore, the function of claim should be a statement that can convince other people.

On the **table 4.3** in number (1) the claim is: “*I believe fundamentally, as many speakers have said during the past few days, that we make very poor use that we make very poor use of our talents*”. He was

taken seriously of the claim by using word “*believe*” and put the qualifier is “*fundamentally*”.

Meanwhile, on the **table 4.3** in number (10) the claim is:

“One is that human talent is tremendously diverse. People have very different aptitudes. So I think we have to change metaphors”.

Related to the claim, it should represent thesis statement and conclusion. The indicator of claim that emphasize on conclusion is “*so*”.

On the other hand, on the **table 4.4** number (3) the claim is:

“We stigmatize mistakes. And we're now running national education systems where mistakes are the worst thing you can make. And the result is that we are educating people out of their creative capacities”.

Therefore, the indicator of claim is “*the result*” that described the conclusion of his statement.

#### b. Data

Data is used as the reason and evidence for the claim. Data in argument could be a fact, narrative, analogy, statistical data and an example. It is showed on the **table 4.5** number (3) with data:

“... because education, in a way, dislocates very many people from their natural talents. And human resources are like natural resources; they're often buried deep”.

In this sentence, it showed that word “*because*” as indicator of data and it acted as the reason of claim. Then, kind of data that is used by Sir Ken Robinson is kind of fact that happen of many people.

Meanwhile, in number 10, the data is:

“I worked out recently that I was given a guitar as a kid at about the same time that Eric Clapton got his first guitar. You know, it worked out for Eric, that's all I'm saying. In a way, it did not for me. I could not get this thing to work no matter how often or how hard I blew into it. It just wouldn't work. But it's not only about that. It's about passion”.

It is kind of narrative by telling his own story or his experience about guitar which he cannot play it, but Eric Clapton did. Therefore, this experience can support claim as data.

On the other hand, on the **table 4.6** number 3 with data:

“Picasso once said this -- he said that all children are born artists. The problem is to remain an artist as we grow up. I believe this passionately, that we don't grow into creativity, we grow out of it. Or rather, we get educated out of it. So why is this?”.

It is kind of data which is quoted by expert people. Picasso is a popular artist in the 20<sup>th</sup> century. By using his words, it can give some information for claim.

#### c. Warrant

Warrant is a statement that bridge between claim and data. Besnard and Hunter (2008) told that warrant is kind of explanation of the data in order to support claim. Without a warrant in argument, it made a gaps in reasoning (Hill and Leaman, 1996)..

On the **table 4.7** number (1) with warrant:

“And I mean by this -- and you may say, by the way, "Look, I'm good. I have one climate crisis; I don't really need the second one." But this is a crisis of, not natural resources”.



Ken Robinson tried to link between data and claim by give an explanation in his argument.

Moreover, in number 2, he tried to link data and claim by quoting word from expert to maintain his claim. The warrant is:

“Jeremy Bentham, the great utilitarian philosopher, once spiked this argument. He said, "There are two types of people in this world: those who divide the world into two types and those who do not." Well, I do”.

Then, in number 3,9, and 11, he gave warrant by an analogy. For example, warrant in number 3:

“You have to go looking for them, they're not just lying around on the surface. You have to create the circumstances where they show themselves”.

Ken Robinson gave an analogy between “*talents and skills*” and “*diamond or jewelry*” which is both of them are buried them in ground and it need effort to get them. However, by these analogies still can bridge between data and claim.

#### d. Qualifier

On the **table 4.9** number (7) the qualifier is:

“and *probably* the pinnacle for education is getting you to college. *I think* we are obsessed with getting people to college. Certain sorts of college”.

It can be seen the words that indicate as qualifier on the phrase are “*probably*” and “*think*”. It showed the level of certain of argument is

lower than the word “believe”, for instance in **table 4.10** number (7) the qualifier is:

”I *believe* our only hope for the future is to adopt a new conception of human ecology”.

However, the words “*believe*”, “*probably*” and “*think*” can act as qualifier that showed the range level of certain and confidence in delivering argument.

e. Rebuttal

On the **table 4.11** in number 2, the rebuttal is:

“*But* I also meet people who love what they do and couldn't imagine doing anything else. If you said to them, "Don't do this anymore," they'd wonder what you were talking about. Because it isn't what they do, it's who they are. They say, "But this is me, you know. It would be foolish for me to abandon this, because it speaks to my most authentic self." And it's not true of enough people. In fact, on the contrary, I think it's still true of a minority of people. I think there are many possible explanations for it.” It can be seen the word that indicate rebuttal is “but” which described statement is different from before, in this case, it is different from claim which is claim told about “Very many people go through their whole lives having no real sense of what their talents may be”.

Therefore, the rebuttal can counter the claim by giving exceptional condition or situation.

f. Backing

Backing has a role to make the warrant is acceptable and give further explanation or elaboration by giving fact, historical fact,

information from expert, and so forth. On the **table 4.14 in** number (3) showed backing which is

“Every education system on earth has the same hierarchy of subjects. Every one. Doesn't matter where you go. You'd think it would be otherwise, but it isn't. At the top are mathematics and languages, then the humanities, and the bottom are the arts. Everywhere on Earth. And in pretty much every system too, there's a hierarchy within the arts”.

It can be seen that backing provided some information and facts about education.

## 2. Structure of Argument

### a. Coherent Structure

Based on the table **4.15** and **4.16** are found the most structure that is used is pre-order. Those are 8 pre-order structure in Video 1 and 6 pre-order structure in Video 2. For instance, on the **4.15** in A 3:

- 1) And high among them is education
- 2) because education, in a way, dislocates very many people from their natural talents. And human resources are like natural resources; they're often buried deep.
- 3) You have to go looking for them, they're not just lying around on the surface.
- 4) You have to create the circumstances where they show themselves.
- 5) And you might imagine education would be the way that happens, but too often it's not.

The example above described that (1) is claim for argument. Then, premise number 2 as evidence for claim (1,2), premise 3 as support for premise 2 (2,3). Premise 4 as support premise 3 (3,4). Meanwhile,

premise 5 as evidence for number 1 (1,5). Therefore, the argument started with claim and followed by premises as evidence and support for the claim.

In other hand, the findings also found some arguments which have post-order structure and hybrid. For post-order, for instance is in **table 4.16** in A1:

- 1) I have a big interest in education, and I think we all do. We have a huge vested interest in it, partly because it's education that's meant to take us into this future that we can't grasp.
- 2) If you think of it, children starting school this year will be retiring in 2065. Nobody has a clue -- despite all the expertise that's been on parade for the past four days -- what the world will look like in five years' time. And yet we're meant to be educating them for it. So the unpredictability, I think, is extraordinary.
- 3) And the third part of this is that we've all agreed, nonetheless, on the really extraordinary capacities that children have -- their capacities for innovation. I mean, Sirena last night was a marvel, wasn't she? Just seeing what she could do. And she's exceptional, but I think she's not, so to speak, exceptional in the whole of childhood. What you have there is a person of extraordinary dedication who found a talent. And my contention is, all kids have tremendous talents. And we squander them, pretty ruthlessly.
- 4) So I want to talk about education and I want to talk about creativity. My contention is that creativity now is as important in education as literacy, and we should treat it with the same status. (Applause) Thank you. That was it, by the way. Thank you very much.

In the example, claim for the argument is number 4. Premise 1 is evidence or reason for number 4 (4,1). Premise 2 as supporting for premise 1 (1,2) and premise 3 is supporting for premise 2 (2,3).

Meanwhile, for hybrid structure which is a combination of two techniques those are pre-order and post-order. For instance on **table 4.16** in A4:

- 1) Art and music are normally given a higher status in schools than drama and dance. There isn't an education system on the planet that teaches dance everyday to children the way we teach them mathematics. Why? Why not? I think this is rather important. I think math is very important, but so is dance. Children dance all the time if they're allowed to, we all do. We all have bodies, don't we? Did I miss a meeting.
- 2) Truthfully, what happens is, as children grow up, we start to educate them progressively from the waist up. And then we focus on their heads. And slightly to one side.
- 3) If you were to visit education, as an alien, and say "What's it for, public education?" I think you'd have to conclude -- if you look at the output, who really succeeds by this, who does everything that they should, who gets all the brownie points, who are the winners -- I think you'd have to conclude the whole purpose of public education throughout the world is to produce university professors. Isn't it? They're the people who come out the top. And I used to be one, so there. And I like university professors, but you know, we shouldn't hold them up as the high-water mark of all human achievement. They're just a form of life, another form of life. But they're rather curious, and I say this out of affection for them. There's something curious about professors in my experience -- not all of them, but typically -- they live in their heads. They live up there, and slightly to one side. They're disembodied, you know, in a kind of literal way. They look upon their body as a form of transport for their heads, don't they? (Laughter) It's a way of getting their head to meetings.
- 4) If you want real evidence of out-of-body experiences, by the way, get yourself along to a residential conference of senior academics, and pop into the discotheque on the final night. (Laughter) And there you will see it -- grown men and women writhing uncontrollably, off the beat, waiting until it ends so they can go home and write a paper about it.

The example above showed that number 2 is claim for argument, while premise 1,3, and 4 are supportings and evidences for claim. The structure would be like (2,1), (2,3), and (2,4).

#### b. Linguistic Clue

##### 1) Re-direction clue

Re-direction is used to carry out the audience to previous part of argument. For instance on **table 4.16** in A3. The premise 5 acted as additional evidence to support claim and it is directly mention to proposition 1.

##### 2) Connectives

The function of connectives is to reduce process for the hearer and help them to indicate the structure of argument by words or phrases that exist as clue. There are some classification of connectives; those are parallel, interference, detail, summary, reformulation, and contrast. (Cohen, 1987).

Regarding to **table 4. 16**, it is found connetives which exist on argument are 9 connectives. For instance, in A4 found that connectives used is “*but*” that belong to category contrast. Meanwhile, on **table 4.17**, it is found connectives are 6 which exist on argument. For instance, in A6 found that connectives “*first, secondly, and third*” that belong to category parallel.

### c. Evidence Relationship

Evidence relationship is a verification between evidence relation and proposition or claim. The function of this theory is to recognize speakers' belief. To recognize evidence relation, it is needed rule of inference. The most often used inference frame is Modus Ponnens with form is  $P \rightarrow Q$ ,  $P$  therefore  $Q$ , for instance:

If it is raining, then the ground is wet.

It is raining.

So, the ground is wet.

Layman in Walton (p. 21) mentioned that Modus Ponnens is "obviously valid". It is also mentioned by Hurley (2000, p.356) in Walton that Modus Ponnens is deductively valid. It can be seen by the example above, if the condition of premises is fulfilled and true, therefore the conclusion is true.

Related to **table 4.16** and **4.17** which is the finding showed that all arguments are valid with the inference of Modus Ponnens. For example A9 in Video 1

1. The other big issue is conformity. We have built our education systems on the model of fast food.
2. This is something Jamie Oliver talked about the other day. You know there are two models of quality assurance in catering. One is fast food, where everything is standardized. The other are things like Zagat and Michelin restaurants, where everything is not standardized, they're customized to local circumstances.
3. And we have sold ourselves into a fast food model of education, and it's impoverishing our spirit and our energies as much as fast food is depleting our physical bodies.

Assuming that premise 2 and 3 as the evidences of proposition 1, based on Modus Ponnens frame it should be missing one premise. A9 can be simplified by see the core of the argument:

Fast food is standardized, then we sold ourselves into a fast food of education

Fast food is depleting our physical bodies

Therefore, we sold ourselves into a fast food of education

It can be seen the missing premises is “Fast food is standardized” and “Fast food is depleting our physical bodies”. Therefore, the conclusion is “we sold ourselves into a fast food of education”. Then related to proposition 1 “we have built our education system on the model of fast food” has close meaning with the conclusion “we sold ourselves into a fast food of education”. In conclusion, the argument is deductively valid.