

CHAPTER 1 INTRODUCTION

1.1 Background of the Study

Debate is “a discussion between two people or more in which they express different opinions about something (Merriam Webster’s Dictionary).” Debate separates into two different ideas, they are pro and contra. These ideas are opposite because the influence of culture, background of knowledge, age and experience. There are several definitions about debate. Debate is a process of oral communication declared with a language to defense an argument (Dispodjojo, 1984). Debate is also another argument between individuals or groups of human with the aim of achieving a victory for one party (Freeley, 1996). Eventually, it can be concluded that debate is an argument or statement from different points of view from two people or more and it contains of purposes depending on situation.

In this research, the writer takes the debate in the event of Grand Final of Interschool debate competition on Asia-pasific. This debate follows British parliamentary style which means there will be two teams in this event which are called government and opposition team. The government team consists of Prime Minister, Deputy of Prime Minister, Member for Government and Government whip. Meanwhile, the opposition team consists of Leader of Opposition, Deputy Leader of Opposition, Member for Opposition and Opposition Whip.

The motion of this debate is “This house believes that Free Trade Agreement benefits to local economies.” The participants of this event are from in different schools, they are ST. Paul’s Convent School, Dioscesan Girl’s School, Belilios Public School and St. Rose of Lima’s College. These schools are located in Hongkong and they have good reputations in many aspects, especially in debate.

Debate could be examined in pragmatic studies, especially in speech acts. Based on Yule (1996), who states that speech act is an action performed via utterances. According to Parker (1986) speech acts are categorized into two dimensions, they are directness of speech

act and literalness of speech act. Directness is the quality of being direct, straightness and straightforward in the utterance or speech. Directness is determined by the relation between syntactical forms and utterances. Parker (1986) divides directness into two types, they are direct and indirect speech act. Direct speech act is when the syntactic forms of the utterance reflects the direct illocutionary act. According to Yule (1986), the syntatic forms are categorized into declarative, interrogative and imperative.

Declarative is the form used to make a statement, for example: *You left the door open*. The utterance is to say something that is stated that the door is opened. Then, the form is used to ask a question which is called interrogative. Interrogative always ends with a question mark (?). The example, *can you ride a bicycle?*. The last one, the form is used to give an order or make a request, and command which is called imperative, for example: *get off my foot!*. This statement contains of commanding utterance that the speaker asks the hearer to move.

Moreover, Parker (1986) states that, indirect speech act is a syntactic form of an utterance which does not reflect of any indirect illocutionary act. Searle (in cutting, 2002) also explains indirect speech act is the form and function are not directly related. For example: situation in debate, there are two debaters are involved in the dialog, they are the member for the opposition and the prime minister. Member for opposition and the prime minister are not in the same team, they have different point of view about the topic. The member for opposition says: *Don't you think that, this is not benefit to the economy?*

The utterance above is not asking a question about someone's ability. In fact, this utterance is to make a request. This utterance has a syntactic structure associated with the function of a question, but in this case with the function of a request which is categorized as a indirect of speech act. Furthermore, Parker (1986) mentioned another dimension which is called literalness. Literalness is determined by the meaning of the word synchronous in the utterance with the speaker's meaning. Literalness is divided into two, they are literal and non-literal. Literal is a speech acts that is uttered with the same motive and sense in delivering the

purpose of utterance, for example: in the debate the prime minister asks POI for the leader of opposition, then the prime minister says: *mm., thank you for a question*. This utterance is literal, because the purpose of the speaker is to say thanks for the question of her opposite team, and the motive is same as what she has said.

On the other hand, non-literal speech act is the one that matches the syntactic form of the utterance but the speaker does not mean what he/she says literally. For example: *but, NAFTA is a kind of free trade agreement, right?*. The utterance is categorized as non-literal because the real purpose of leader of opposition is not for asking, but to propose a disagreement. The speaker wants her opponent to change the idea about the benefit of FTA.

Based on the explanation, the writer combines between two mediums in which are directness and literalness that proposed by Parker (1986). The data are taken from www.youtube.com which topic of The Grand Final of Interschool Debate Competition On Asia-Pasific Affairs.

The writer chooses debate because the data from the debate are argumentative and the opinion based on the factual data. Debate also fill the standard of speech events, they are goverment team and opposition team which fullfill the standard of speech event, speaker and listener. Debate is a set program which is unscripted and the flow of the communication happened based on the goverment and opposition' s knowledge that are reflected from their utterances.

1.2 Identification of the Problem

In this research, the writer identifies the types of speech act are found in the grand final of interschool debate competition on Asia-Pasific. In conducting this research, the writer concerns on two identifications of problem. Thus, the problems can be identified by these following questions:

1. What are directness and literalness of speech act applied in the grand final of interschool debate on Asia-Pasific Affairs?

2. What are the functions of speech acts found in the grand final of interschool debate on Asia-Pacific Affairs?

1.3 Objective of the Study

After doing the research, the writer wants to find these following purposes:

1. To find out the directness and literalness of speech act are applied in the grand final of interschool debate on Asia-Pacific Affairs
2. To identify the functions of speech act in the grand final of interschool debate competition on Asia-Pacific Affairs.

1.4 Limitation of the Study

In conducting this research, the writer aims at identifying the speeches of the debaters in the video of debate entitled *The grand final of interschool debate competition on Asia-Pacific 2014*. This analysis is conducted by using theory of the types of speech act by Parker (1986), functions of speech acts by Yule (1996) and context by Yule (2010). By limiting this analysis, it allows the writer to conduct the analysis easier.

1.5 Method of the Study

The data of the research are downloaded from www.youtube.com. In this research, the data are taken from the utterances from the debaters in the grand final of interschool debate competition on Asia-Pacific 2012. This competition is competed by four different schools, they are: St. Rose of Lima's College, St. Paul's Covent School, Diocesan Girl'S School and Belilios Public School. This competition uses British parliamentary style which consists of eight debaters, each of debaters is called based on their position, they are Prime Minister, Leader of Opposition, the deputy Prime Minister, the deputy Leader of Opposition, Member for the Government, Member for the Opposition, Government Whip and Opposition Whip. In conducting this research, the writer follows three steps proposed by Sudaryanto (1993). They are collecting the data, analyzing the data and presenting the result of data analysis.

In collecting the data, the writer uses observational method with non-participant observation technique. It means that the writer is not involved in the conversation. Following this method, there are several steps in collecting data: First, the writer watches the video and listens carefully the audio for several times. Second, the writer applies note-taking technique to write the transcription in the paper then rewrites it in the laptop. Second, the writer sorts out the data which is identified as Parker's theory (1986), then it is classified into whether directness and literalness. Finally, the writer reads the notes several times and re-types the findings which are found in the process of collecting the data.

In analyzing the data, the writer uses the referential identity method. The types of speech acts are analyzed by using Parker's theory (1986). The application of context is proposed by Yule (2010). The analysis is started from the transcription of video. After that the data are classified into directness and literalness of speech acts. Moreover, the writer also explains its functions by relating them to the concept proposed by Yule (2010). Then, the writer makes a conclusion from the findings that become the result of the research.

In presenting the result of analysis, the writer uses informal language. The writer describes the types of the speech act found in the data, functions of speech acts, then the writer recapitulates it in the form of table.

