

CHAPTER ONE

INTRODUCTION

MILIK PERPUSTAKAAN
UNIMED

1.1. The Background

A language basically functions to convey meaning uttered by a person to another one. By means of language one can convey his feeling, his opinion toward something logically and systematically either in a written or spoken language so that the readers or hearers can receive the information effectively. The message can be understood if the readers or hearers are involved in the context of situation where the language is used.

How people use language, what meaning they want to convey and what elements of linguistic structures refer to in a certain context can be analyzed through functional grammar. As Halliday (1985: xiv) states that SFL is functional in three distinct although closely related senses: in its interpretation (1) of texts, (2) of the system, and (3) of the elements of linguistic structures. Further Halliday elaborates that (1) language is functional in the sense that everything in the language can be explained, ultimately, by reference to how language is used. (2) All languages are organized around two main kinds of meaning, the 'ideational' or 'reflective', and the 'interpersonal' or active. The components belong to 'metafunctions', that is, to understand the environment (ideational) and to act on the others in it (interpersonal). As the combination of the two is called 'textual', breathing relevance into the other two. (3) functional grammar construes all the units of a language – its clauses, phrases and so on – as organic configurations of functions. In other words, each part is interpreted as functional with respect to the whole.

From the elaboration above, it can be said that it is through functional grammar that any language can be interpreted through its text, system and the elements of linguistic structures used. In this study, the writer is trying to look at one of the components of metafunctions proposed by Halliday, that is, interpersonal components existing in debating competition.

Interpersonal is derived from the word 'personal' and 'interactive'. In interacting with another person, the speaker will inevitably enact one of the speech roles intended and interpreted as a statement, question, command or offer. The speaker's role can be seen in the speech situation, his personal commitment and his interaction with others (Halliday, 1972 : 99 and Thompson, 1996 : 69)

Further Halliday states that the clause is also organized as an interactive event involving speaker, or writer, and audience. And he also states that the most fundamental types of speech role, which lie behind all the more specific types that we may eventually be able to recognize, are just two : (i) giving, and (ii) demanding.

Butt et. al (1995: 64) state that interpersonal meanings cover two main areas. The first, ... concerns the type of interaction which is taking place – the kind of commodity which is being exchanged. The second, concerns the way the speakers take a position in their messages. Following examples taken from a text of debate will give some clarification of interpersonal meanings:

1. 'I as first speaker will first rebut the government team that said the definition of crime as murder, fighting and violence...'

2. ' I would like to define our motion that this house believes that we should bomb Iraq....'

In the situation of Example 1, the speaker interacts with the hearers , that is, government team, and audience, the message indicates that the speaker doesn't agree to the statement given by other team and he is going to give other alternatives to reject the definition. Example 2 can be interpreted that the speaker would offer some information in the form of definition to the hearers in the hope that his statement is accepted by the hearers.

The writer thinks it significant to analyze debate because debate gives a skill of speaking especially ways of expressing and respecting ideas, thinking fast and critically by using English as the medium of communication. In this case, the analysis will not deal with how a debater acquires the skill of expressing and thinking fast in English, however, the analysis of the debate will be seen through the interpersonal meaning, one of the components of metafunction found in functional grammar.

Birshan (2000 : 4) states that a debate is a structured argument. Two sides speak alternately for and against a particular contention usually based on topical issue. Further he states that each person is allocated a time they are allowed to speak for and any interjections are carefully controlled. The subject of the dispute is often prescribed in order that one can find himself to support opinions with which one does not normally agree.

A debate is a clash of argument. In the competition there are two teams consisting of three speakers debating. One of the teams are government side and the other are the

negative side. Each team bring their own arguments that will influence the judges and the audience even their opponents. The convincing team with their strong, logical and systematic arguments will be the winner. (ACT, 2003 : 1)

A debate competition is one of high school students' activities that has been proliferated and held internationally since the year of 2001, the participants are the best senior high school debaters of first and second year coming from various provinces in Indonesia and having been selected through a rigorous process as the representatives at the National Debating Championship. The capability of their English is categorized into very good performance and their skills of debating are quite amazing.

The government conducts the competition annually to select the candidates representing Indonesia for international competition. The National debating championship 2003 was a very great occasion for debaters since it was held for the first time in Indonesia, April 9 – 17 2003, with 32 teams coming from 18 provinces in Indonesia. the teams are from Nanggroe Aceh Darussalam (NAD), North Sumatera, Riau, Bengkulu, Bangka Belitung, West Kalimantan, East Kalimantan, North Sulawesi, South Sulawesi, West Java, Central Java, East Java, Jogjakarta, Banten Bali, West Nusa Tenggara and Jakarta. In the competition all participants not only encompassed competitiveness but they were also filled with fun and facilitated with interaction for cultural and social engagement among those involved. The participants were rewarded and enriched with valuable and unforgettable experiences at this moment in spite of not going to Peru as the representatives for Indonesia. The representatives going to Peru were only five debaters selected from different provinces.

From the elaboration above, the writer is interested in analyzing debate focusing on the interpersonal meanings on the basis of the following reasons :

1. Debating is one of the many ways to motivate students to speak English fluently, logically and systematically and leads students to respect other ideas as future leaders.
2. Proliferating debate will encourage students to use English as a medium of communication, especially in the era of AFTA.(as it has been expected by our government in the competence based curriculum).
3. Having got the opportunity to participate in the championship, she conducts a research on the debates particularly the focus is on interpersonal meaning.
4. Analyzing debate is meant to find out the types of speech functions dominantly used in the debate, the speech function coded in Moods and the types of modality and the patterns of epithet applied by each team in the debate.
5. Analyzing debate will encourage other writers to make further research in different field of writing for the sake of students' ability to express their own ideas especially in English.

1.2. The Problems

Debating needs a skill of speaking in which the speakers should give their arguments in the form of statements that should be affirmed or negated. The problem that are going to be analyzed will be concerned with Interpersonal meanings that include:

1. the types of speech function referring to statement, question, command and offer,
2. the speech function coded in Moods including the realization of statement in declarative coded by $S \wedge F$, question in interrogative coded by $F \wedge S$, command in imperative coded by F . The realization of offer is not codified in mood. The following example shows the use of speech function coded in mood, declarative:

What you say	is	incorrect.
Subject	Finite	Complement
M o o d : $S \wedge F$		Residue

The example above shows that the type of speech function is realized by declarative in mood. It is coded by $S \wedge F$ which means that subject is followed by Finite (verb operator). The codification shows that the declarative realizes statement that means the speaker gives information to the hearers in order that they agree with his statement.

The codification of mood can be seen in the congruent realization, that is, the mood is expressed in direct ways and metaphorical realization in which the mood is expressed in indirect ways. The uses of tone, conditional clauses, voice quality show the metaphorical mood.

3. the types of modality include modalization; probability and usuality, and modulation; inclination and obligation. The modality can be seen congruently and metaphorically. It is said congruent when modal verb operator is applied in the clause and the uses of adjunct such as; *probably, certainly, always* and the use of modal grammatical metaphor such as *I think..., I believe...* are used in

metaphorical modality.

4. the types of epithet, attitudinal adjective, include evaluative, effect , dimension, physical, typically human, age and color. The patterns will be observed in order to find out which epithet is applied in the debates.

Based on the description above , the research problems are formulated as in the following questions:

1. What type of speech function is dominantly used in the debate?
2. How are the speech functions realized in Moods ?
3. What types of modality are dominantly used by each team in the debate ?
4. What types of epithet are applied to realize reaction in the debate?

1.3. The Objectives of the Research

The objectives of this research deal with the problems that have been formulated, they are :

1. to analyze the types of speech function dominantly existing in the debate,
2. to describe the speech function coded in Moods.
3. to describe the types of modality that are dominantly used by each team,
4. to find out the types of epithet to realize the reaction in the debate.

1.4. The Significance of the Research

Debate is an art. It has its own techniques and needs analytical thinking to convince other people in order to accept their own arguments. Therefore, debate gives debaters benefits, that is :

1. one can improve himself to think analytically, logically and systematically,
2. it encourages one to respect other people's idea
3. it is one of the techniques for teachers in teaching speaking ,especially English.

Based on the benefits elaborated, it is highly expected that this study will be significant and the findings of the research are expected to give benefits practically and theoretically. Practically, the findings will hopefully be useful for students as the motivation to speak English, to have analytical thinking. For the trainers of debate, the findings can give additional information to be applied in the training of debate, and theoretically the findings will hopefully be beneficial for other researchers to conduct other research on the basis of systemic functional linguistics (SFL) in which can give surprising progress in the linguistic field.

1.5. The Scope of the Study

The study applies the concept of discourse analysis in systemic functional Linguistics (SFL)) proposed by Halliday. The analysis is aimed to observe the speaker's role in the speech situation, the personal commitment and interaction with others. These can be seen in one of the components of functional linguistics, interpersonal meanings that include the dominant type of speech function, speech function that is realized in congruent and metaphorical Moods, modality and epithet, applied in the debates.

Based on that, the study is conducted in order to obtain data describing the type of speech function that is dominantly used, Mood, modality and epithet in the debate and the description will give some useful interpretations that can lead to the findings required in the study.

Several related researches have been done by other researchers, they are :

1. A Thesis of 'Metafora dalam Surat Keputusan' by Rahmah 2002, A Post Graduate of North Sumatera University, describing the types of grammatical metaphors in letters of decree and focusing on the use of metaphors on the three components of metafunctions, experiential, interpersonal and textual meanings, in SFL.
2. A thesis of 'Interpersonal meaning in Simalungunese' by Onggung G. 2003 A Post Graduate of LTBI UNIMED. The focus is on analyzing finite.
3. 'Discourse Analysis of Indonesian Newspaper Texts : A study of Reality Action and Reaction' by Amrin Saragih, 1995. Ph.D Thesis. La Trobe University Melbourne Australia.

The three theses discuss components of metafunctions in general perspectives. In this study the discussion will similarly focus on the speech functions, Moods and modality. However, Moods and modality will also focus on the congruent and metaphorical realization. The difference of this study here is that the types of speech function, speech function coded in Mood, modality and the types of epithet to realize reaction in the debate will be analyzed.