



**THE USE OF GAMBITS AND DEBATE STRUCTURE IN NATIONAL
UNIVERSITY DEBATING CHAMPIONSHIP 2018 OF WEST JAVA**

A Thesis

Submitted in partial fulfillment of the requirements for
Magister's Degree Program in English Language Education

by

Yayang Gita Permatasari Gunawan
0203516046

**ENGLISH LANGUAGE EDUCATION
PASCASARJANA
UNIVERSITAS NEGERI SEMARANG
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Semarang, November 2018

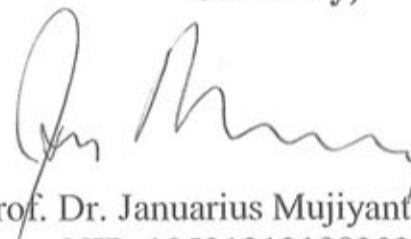
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menyatakan bahwa yang tertulis dalam tesis yang berjudul “The Use of Gambits and Debate Structure in National University Debating Championship 2018 of West Java” ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini saya **secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

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MOTTO AND DEDICATION

Motto:

1. Students need to understand gambits to deliver their speeches naturally in debate competition.
2. Students need to understand debate structure to deliver their arguments systematically and structurally in debate competition.
3. The combination of gambits and debate structure can achieve students' communicative competence.
4. To become a winner in debate, students need to comprehend the role fulfillment.
5. Practices make students' speeches sound natural and fluent.
6. Debate is a communicative activity to stimulate students' critical thinking ability.

Dedication:

This thesis is dedicated to English Education, Pascasarjana, Universitas Negeri Semarang

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirobbilalamin. All the praises be to Allah. The first and foremost, I would like to express my greatest gratitude to Allah SWT. for all remarkable blessings, grace and strength leading me to complete this thesis. My blessings also go to the Prophet Muhammad SAW., his family, his companion and his followers.

My sincere gratitude goes to my supervisors, *Bu* Sri Wuli Fitriati, S. Pd., M.Pd., Ph.D. and *Bu* Dr. Issy Yuliasri, M.Pd. for their patience in providing knowledge, valuable time, guidance, advices, and feedback as well as encouragement during the process of accomplishing this thesis. Thank you very much for *Bu* Wuli and *Bu* Issy for reading and commenting carefully as well as guide me patiently during the guidance times so that I can overcome the difficulties in accomplishing my thesis draft.

I would like to extend my gratitude to all lecturers and staffs of English Department of Pascasarjana, Universitas Negeri Semarang for giving me lots of knowledge, lesson and support as well as cooperation during my study. It is my great honor to be a part of Pascasarjana UNNES family.

My thanks go to my classmates from *Rombel 2* in academic year 2016 for all the support and companion. It is a great honor and happiness to spend my campus life with you all. Many thanks also go to my thesis-fellows: *Mbak* Firda, *Mbak* Tenry, *Mbak* Putri, and *Mas* Aris for those valuable times waiting and fighting together. Not to forget my dorm-mates, *Mbak* Faiz, *Mbak* Ari and *Teh* Isti, thanks a lot for fully support by lending me their motorcycle for meeting my supervisors. They all are blessings to me while I was struggling living and studying in Semarang.

My huge thanks also extend to Universitas Majalengka, *Pak* Heri and *Pak* Mamat for giving me permission to be a part of Majalengka University Debating Community (MUDC) family and team. A bunch of thanks I address to *Bu* Rey, *Bu* Eva and *Pak* Eka for providing and supporting me in collecting my data.

Most importantly, my deepest gratitude goes to my amazing and wonderful Mama, Dra. Oom Romlah and my big family. Mama as my wonder woman in the world whom this thesis I dedicate to, thanks for all fully support, love, affection, concern, time which give me so much strength all these years. Your endless love, affection and prayers make me stronger than ever. You are the only reason I keep fighting and want to be a successful woman in the future to make you proud and happy. Love you, Mama.

Last but not least, my special thanks for my Hero yet not Superhero, my BTS – RM, Jin, Suga, J-hope, Jimin, V, and Jungkook. Thanks a lot for sharing and escalating happiness as well as excitement through wonderful messages in your music. Your shows, works, music, and even your existence make me wake up, stronger and love myself more while I was struggling in my life and during accomplishing my thesis. Not to forget to my fellow ARMY friends around the world who support me via social media, thanks a bunch. You all are source of my happiness every day. Love you, Bangtan and ARMY.

Finally, I realize that lots of flaws may be found in this thesis. Therefore, I gratefully welcome any suggestions and comments for the betterment of this thesis. I highly hope that this little piece can be useful for all readers.

Semarang, November 2018

Yayang Gita Permatasari Gunawan

ABSTRACT

Gunawan, Yayang Gita Permatasari. 2018. *The Use of Gambits and Debate Structure in National University Debating Championship 2018 of West Java*. Thesis. English Language Education. Pascasarjana. Universitas Negeri Semarang. First Advisor: Sri Wuli Fitriati, S. Pd., M.Pd., Ph.D. and Second Advisor: Dr. Issy Yuliasri, M.Pd.

Key Words: Gambits, Debate Structure, Debate, Communicative Competence

Mastering language and delivering meanings through spoken text to achieve communicative competence poses many challenges for students. Debate is a suitable activity for them to sharpen their English ability. However, students need strategy to speak English naturally in debate. As a sub-area of strategic competence, gambits help speakers to express what they are trying to say so that they can speak English naturally and fluently.

Most previous studies mainly investigate spoken discourse focusing on gambits only. Therefore, in order to deliver their speeches in debate structurally so that listeners can understand their arguments and messages, speakers need to understand debate structure. By integrating the theories of gambits (Keller and Warner, 1988) and debate structure (Harvey-Smith, 2011), this thesis intends to explain the use of gambits and debate structure by students in National University Debating Championship (NUDC) 2018 of West Java.

The subjects in this study were 40 undergraduate students (20 teams) from different universities participating in NUDC 2018 of West Java. To collect the data, five debate competitions were observed and five students were interviewed. By using Discourse Analysis with clauses and clause complexes as the unit of analysis, the data from transcription were analyzed. Several methods of analyzing data were done including transcribing, reading, categorizing, analyzing, and triangulation. The data and the analysis of this study had been examined and judged by one lecture from a university in Bandung as the expert of discourse and communicative competence in order to validate findings.

The findings from observation showed that most of debaters used variety of gambits from opening, linking and responding gambits to deliver their speeches in debate competition. Most of debaters applied the four parts of debate structure including introduction, rebuttals, arguments, and conclusion in the debate competition. Only one or two debater/s did not apply some parts of the debate structure. The use of gambits gave high contribution to the students' debate structure to support them in making introduction, rebuttals, arguments, and conclusion. The result of interviews mapped out that most of students learned gambits naturally. To overcome the difficulties of using gambits in any situation was by learning and practicing hard to make the speech perfect.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, and scope of the study.

1.1 Background of the Study

Humans are not born with the competency of understanding everything that happens in the world immediately. They need process and time to understand it all. For example, when second/ foreign language learners begin to learn English, they should be able to master four language skills (listening, speaking, reading, and writing) and three language elements (vocabulary, grammar and pronunciation) before they understand the new language. Therefore, they will be able to speak English very well in order to achieve communicative competence by mastering those language skills and elements.

However, mastering a new language, especially English, is not easy. English teachers should provide communicative activities to stimulate students to speak English in the classroom. Those activities should be able to motivate them to speak English confidently and naturally. One suitable activity that can occur both in the classroom and social activities is debate.

According to Al-Mahrooqi and Tabakow (2015, p. 418), debate has a general meaning as argument or discussion about specific issues that evoke

differences of opinion, calling to mind intense verbal exchanges in political contests. Through debate, learners will know how to make sentence, to state their ideas, and to have the ability to apply their knowledge in giving reason through theories, values, and attitudes (Darby, 2007) more confidently in public speaking skills (Al-Mahrooqi and Tabakow, 2015, p. 418). Hence, the learners can develop their speaking skills and critical thinking ability in debate since this activity requires them to share ideas, opinion, and belief about certain topic and respond to others' opinion in a limited time.

Basically, debate is a kind of discourse in form of spoken text and in Systemic Functional Linguistics "creating a text means creating meanings" (Ghasani, 2017, p. 1). It means that debate is created to deliver meanings or messages from speakers to listeners. Gerot & Wignell (1994, pp. 12-14) mentions three kinds of meanings in text: ideational meanings which are meanings about phenomena, interpersonal meanings express a speaker's attitudes and judgments, and textual meanings express the relation of language to its environment. In this case, the interpersonal meanings which are delivered by speakers to express their attitudes and judgments toward an issue in debate become the focus of the study.

However, challenges may happen when implementing debate in the classroom activities since not many students mastering English grammar and vocabularies. For instance, there is a debate community in Universitas Majalengka, namely Majalengka University Debating Community (MUDC). Based on my preliminary research by interviewing one lecturer and one student there, many students face difficulties when speaking English naturally in debate.

To face this, strategies are needed to help them speak English naturally and fluently in debate activities. These strategies are expected to support students express their ideas, arguments and judgments naturally in order to achieve communicative competence.

The statement above aligns with Celce-Murcia (2007)'s theory that one of competencies that should be mastered to achieve communicative competence is strategic competence. According to Oxford (2001, p. 362), strategies for language learning and use are "specific behaviors or thought processes that students use to enhance their own L2 learning." Such behaviors are either (1) learning strategies or (2) communication strategies. While learning strategies are the ones which are used to improve the success of the language learning process both by language learners and teachers (Shatz, 2014, p. 96), communication strategies are strategies that learners use to overcome the difficulties which arise when attempting to produce the language (Maldonado, 2016). The latter one is very useful tools for L2 learners to fill the gap between their communicative needs and the limited resources in the L2, thus leading them to find a balance to better interact in the L2 (Tardo, 2005, as cited in Maldonado, 2016, p. 72) like in debate activities.

Moreover, based on Tarone (1983), one type of communication strategies to support students in speaking is gambits. Keller and Warner (1988, p. 4) state that a gambit is a word or phrase which helps speakers to express what they are trying to say. For example, we use gambits to introduce a topic of conversation (opening gambits) such as '*I think ...*', '*In my opinion...*', to link what we have to say to what someone has just said (linking gambits) such as '*Because of that...*'.

I mean..., and to respond to what we have heard (responding gambits) such as *That's right*, *I agree*, *I disagree*, (Keller & Warner, 1988, p. 4). These gambits are very useful strategies to help L2 learners to express their ideas on the spot, naturally and fluently in debate activities.

Beside strategic competence, discourse competence needs to be mastered by debaters in order to utter their arguments structurally in their speech. Discourse competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message (Celce-Murcia, 2007). One important aspect in this competence is generic structure which means “formal schemata that allow the user to identify an oral discourse segment” (Celce-Murcia, 2007). The debate’s generic structure is called debate structure. According to Harvey-Smith (2011, p. 62), an introduction, arguments and a conclusion are the main structure of debate.

Based on the explanation above, I combine the use of gambits with debate structure as the focus of the study because most previous studies investigate debate activities focusing on the use of gambit only. My statement is supported by Celce-Murcia (1995) who clarifies that various components of communicative competence are interrelated. It indicates that since gambits is a part of strategic competence and debate structure is a part of discourse competence, thus both are interrelated and necessary to achieve communicative competence. This combination can help the students as debaters to make arguments naturally and structurally to deliver interpersonal meanings. Therefore, this study aims to

explain the use of gambits and debate structure by students in National University Debating Championship (NUDC) 2018 of West Java.

Through the investigation, I hope this study can give pedagogical implications for both teachers and students that to speak naturally we need strategy and to speak structurally we need to understand discourse. The combination of mastering strategic and discourse competences can help whoever second/ foreign language learners achieve communicative competence.

1.2 Reasons for Choosing the Topic

The study investigates the use of gambits and debate structure by students in debate competition based on the following reasons:

- 1.2.1 Students as foreign language debaters often face difficulties to express their ideas/ arguments naturally in English debate. Usually, they need much time to think before delivering their arguments. In this regard, they need strategy to overcome such difficulties to make their speaking sounds natural. Gambit is an effective strategy to help them express what they are trying to say. Therefore, the use of gambits may reflect the students' naturalness of speaking in debate activities.
- 1.2.2 Debaters do not only need strategies to express their idea naturally but also they need steps to deliver it structurally. In debate, the ability to speak structurally is important since debaters have different roles in showing their arguments. Some debaters come from proposition team who make arguments to support the motion, while some others come from opposition

team who rebut the motion and make new arguments. Relating with this, they need to understand debate structure to support them delivering their arguments systematically and structurally. Thus, through this they will understand their roles either to defend their team's arguments or attack their opponent's ones.

1.2.3 Gambit is a part of strategic competence and debate structure is a part of discourse competence. The combination of these two variables is expected to help debaters to express their ideas naturally and structurally to achieve communicative competence. However these two variables are barely used since many previous studies mainly focus on investigating one competence only. Therefore, I choose to investigate the use of gambits and debate structure by students in debate competition.

1.3 Research Questions

The research questions in this study are as follows:

- 1.3.1 How is the use of gambits in the students' debate competition?
- 1.3.2 How is the debate structure realized in the students' debate competition?
- 1.3.3 How is the use of gambits in the students' debate structure of the debate competition?
- 1.3.4 What are the difficulties of using gambits and debate structure in the students' debate competition?
- 1.3.5 How do the students overcome the difficulties of using gambits and debate structure in the debate competition?

1.4 Objectives of the Study

Based on the research questions above, the aims of the study are as follows:

- 1.4.1 To analyze texts of five debate competitions in order to explain the gambits used by the students.
- 1.4.2 To analyze texts of five debate competitions in order to explain the debate structure realized by the students.
- 1.4.3 To analyze texts of five debate competitions in order to explain the gambits used by the students' in the debate structure.
- 1.4.4 To analyze texts of interview in order to explain the students' difficulties of using gambits in the debate competition.
- 1.4.5 To analyze texts of interview in order to explain the ways the students overcome the difficulties of using gambits in the debate competition.

1.5 Significance of the Study

Based on the objectives of the study above, I hope this study give significances as follows:

- 1.5.1 Theoretically, the use of gambits in the students' debate competition is explained so that contributes to the readers or debaters in order to enrich knowledge and explanation about types of gambits such as opening gambits, linking gambits and responding gambits that are categorized into several classifications. Practically, the findings can let readers; especially debaters know how to deliver argument naturally and appropriately by using gambits in debate competition. Meanwhile, pedagogically, the

findings would also give some advantages to future researchers and development effort as a reference and empirical evidence.

1.5.2 The realization of students' debate structure in debate competition provides the theory of debate structure in university level for readers by applying British Parliamentary style theoretically. Besides, practically, it gives additional knowledge to readers; especially debaters about the structure of debate that should be applied in university level debate competition. Also pedagogically, the findings would give some advantages for teachers and students how to deliver speech structurally and systematically in debate activities.

1.5.3 Theoretically, the use of gambits in students' debate structure enriches the relation between the use of gambits and students' debate structure on how to use gambits in order to deliver introduction, rebuttals, arguments, and conclusion very well. Then practically, the findings give benefit for learners/ debaters to practice and improve their gambits knowledge on how to apply them in every part of debate structure in debate speech. In addition, pedagogically, this research will give input for readers so that they would understand which gambit they should use in making introduction, rebuttals, arguments and conclusion.

1.5.4 This study provides lesson for readers and basic debaters theoretically about some difficulties that might be found when delivering arguments by using gambits in debate competition. Also practically, the findings show the students and debaters what they should prepare before competition to

minimize debate's difficulties. While pedagogically, it provides awareness for both teachers to teach their students diligently, to practice hard before joining debate competition.

1.5.5 To overcome such difficulties, this study offers the readers solutions of using gambits and debate structure in debate competition theoretically. It practically contributes for debaters to diligently practice before debating to avoid some difficulties found in the competition. Besides, the findings give some advantages for both teachers and students to identify some solutions that could be applied when they found some difficulties in debate activities/ competition pedagogically.

1.6 Scope of the Study

To limit the study, the scope of this study is undergraduate students' English debate competition in National University Debating Championship (NUDC) 2018 of West Java. Besides, I choose gambit as a part of strategic competence and debate structure as a part of discourse competence delivered by the students as the main objects. Since it is university level debate, the system/ style used in this debate competition is British Parliamentary (BP). The instrument of the study is the researcher itself as human instrument who plays role as observer/ audience and interviewer. To investigate the data, I use conversation gambits theory proposed by Keller and Warner (1988) and debate structure theory suggested by Harvey-Smith (2011).

Furthermore, the terms of the study are defined as follows:

Communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals either in second or foreign language learning (Hymes, 1972).

Gambit: a word or phrase which helps speakers to express what they are trying to say to make the conversation sound natural (Keller and Warner, 1988).

Debate: a formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward and which usually ends with a vote. (The Oxford English Dictionary, 3rd Edition).

Debate structure: formal schemata that allow the user to identify an oral discourse segment (Celce-Murcia, 2007, p. 47).

Meanwhile, the outline of the thesis report is as follows:

The first chapter presents some basic elements of the study including background of the study contains the information that encourage the researcher to conduct the research, reasons for choosing the topic as convincing reasons on why this research is worth doing, research questions, objectives of the study, significance of the study, and scope and limitation of the study. The background of the study is begun with the introduction of gambits as a part of strategic competence and debate structure as a part of discourse competence and how this combination can be used in debate competition to achieve students' communicative competence. Then followed by the research questions which are going to be analyzed and explain in this study. By accomplishing the objectives,

this study is expected to significantly contribute in terms of theoretical, practical and pedagogical matters.

The second chapter deals with review of related literature which comprises of three sections including review of previous studies, review of theoretical studies, and theoretical framework. The relevant previous studies are classified into ten groups including gambits in spoken discourse, gambits in written discourse, acquisition of gambits, role of gambits, influence of ego to gambits use, gambits in debate competition, effects of debate competition, communicative competence, interpersonal meaning in spoken discourse, and interpersonal meaning in written discourse. Each group is reviewed so that I can find the similarities and the differences of the previous studies and mine. This chapter also contains the review of theoretical studies including theory of Systemic Functional Linguistics, context, language metafunctions, communicative competence, gambits, debate, debate structure, and NUDC. Besides, this chapter also includes theoretical framework of the study. It shows speakers need to use gambits and debate structure in order to do persuasion to achieve communicative competence.

The third chapter is research methodology that discusses about research assumptions, research design, subject of the study, object of the study, roles of the researcher, unit of analysis, research instruments, method of collecting the data, method of analyzing the data, and triangulation. The research assumptions show that the students use gambits and debate structure in delivering interpersonal meanings to achieve communicative competence in the debate competition. The research design is discourse analysis method conducted by the researcher as the

data collector and data analyst. The subjects of the study are 40 undergraduate students participating in NUDC 2018 of West Java. Meanwhile, the main objects of the study are students' gambits and debate structure used in five debate competitions. Furthermore, the data were analyzed align with the theoretical framework based on the theoretical studies chosen. Lastly, the data are validated with methodological triangulation by comparing my findings with some previous studies findings and investigator triangulation by a lecturer in a university in Bandung.

The fourth chapter explains about findings of the data analysis and discussions of the research findings supported by evidences and interpretations. The findings show the analyses of using three types of gambits and debate structure in debate competition, students' difficulties of using gambits and debate structure in debate competition and how to overcome them. Later, it also provides the discussions of why some gambit items and debate structure are applied by students in the debate competition by comparing with other perspectives.

The last chapter or chapter five deals with conclusions and suggestions related to the findings of the study. Based on the findings, it can be concluded that the students' debate speeches sound natural and well-structured by applying both gambits and debate structure. Since this study shows the importance of using gambits and debate structure, English language learners have to learn both to develop their English speaking skills and critical thinking ability. In addition, English teachers need to teach their students both the theory and how to apply it in the real context of situation by practicing both in the classroom and outdoor.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is review of related literature. It clarifies review of previous studies, review of theoretical studies which contains Systemic Functional Linguistics, context, language metafunctions, communicative competence, gambits, debate, debate structure, and NUDC, and the last, theoretical framework of the study.

2.1 Review of Previous Studies

Some previous studies below are studies done by some researchers to support my study. I choose these previous studies because these have some relations with my study. Some previous studies investigated about spoken discourse specifically the use of gambits by students in different aspects, such as speaking ability, teacher's talk, conversation, and debate. Besides, some previous studies also examined about communicative competence. However, the previous studies below are different with my study because they focus on one competence aspect only. Meanwhile, my study combines two competencies, gambits (strategic competence) and debate structure (discourse competence). The following are several previous studies that I use to support my study.

Study of using gambits in spoken discourse had been conducted by Soerjowardhana (2015; see also Mukhoyyarah, 2010; Al-Qinai, 2011; Dewantoro, 2013; Campbell, 2015; Furniss, 2016; Chalak & Norouzi, 2017). He examined gambits as conversational strategy signals used by non-native speakers of English

in natural conversation. In this study the data were obtained from a conversation between an Indonesian girl and a Dutch man who was staying in Indonesia for a visit. The casual conversation took about fifteen minutes which talked about the interviewee's background and purpose to visit Indonesia. The researcher used gambit as a conversational strategy signals theory by Keller (1979). The findings revealed that the four main functions of gambits were demonstrated in the conversation, consisting mainly state consciousness signal which is demonstrated twelve times, semantic framing (eight times), communication control signals (six times), and the last signaling of social context (twice). Based on the findings, both parties (interviewer and interviewee) have tried to build a mutual understanding in the conversation by demonstrating their own conversation signals.

Meanwhile, study of using gambits in written discourse had been conducted by Maesaroh (2013; see also Arlita, 2013; Rofiq, 2015). She analyzed gambits and speech act in the conversations of Look Ahead 2 (an English textbook for senior high school students year XI published by Erlangga) which was written by Th. M. Sudarwati and Eudia Grace. This was a descriptive qualitative study aiming at finding out what speech acts and gambits found in the conversation models of Look Ahead 2 textbook. The study was focused only on five speech acts. This study used Keller and Warner (1988)'s theory of gambits. The data were taken in form of sentences from sixteen conversations. The findings showed that 34 gambits were found in five speech acts. Among the three types of gambits, opening gambits were the most frequently used compared to linking and

responding gambits. The researcher concluded that the gambits found in those five speech acts of Look Ahead 2 book were used appropriately.

Relating with the acquisition of gambits, the study had been conducted by Dufon (2010; see also Teng, 2012; Maldonado, 2016; Shatz, 2014) from University of Hawai'i-Manoa. It was about the acquisition of gambits by beginning learners of Indonesian in a foreign language classroom. The researcher used Keller (1981)'s and Faerch & Kasper (1982, 1984)'s systems as a guide. The subjects were a class with eighteen students enrolled in Indonesian 101 at the University Hawai'i at Manoa with mostly was native speakers of various dialects of English. The class was observed for five consecutive days by using tape recorder and required textbook as instruments. The researcher found that a total of 98 gambits types were presented from two main input sources, 48 from textbook and 70 from teacher, while 20 gambit forms appeared in the input via both the textbook dialogs and the teacher. Students generated gambit forms that were not present in the two inputs during the week of observation. Thus, the researcher concluded that these students had already acquired a small repertoire of gambits and were using them in their classroom discourse.

Then, Nikmehr & Farrokhi (2016; see also Rahimpour & Mohamadi, 2012; Nikmehr & Farrokhi, 2013, Faizal, 2016) investigated the role of gambits in promoting Iranian EFL learners' spoken fluency. This study opted to find out whether gambits would promote spoken fluency in Iranian EFL learners or not. This study employed a mixed methods design in which four participants under observation for approximately two years were investigated. Participants A & B

attended IELTS preparation classes by observing teacher modeling, while the other two, participants C & D, took part in general speaking preparation classes who engaged in discovery tasks by means of movie retelling. All participants were taught by the same teacher in a private. Result showed that participants C & D's the number of gambits and fluency increased as the sessions went on compared with participants A & B. The result indicated a very high correlation between gambit use and fluency and that engaging learners in discovery tasks (C & D) yielded the best results towards improving oral fluency.

Examining the influence of ego depletion towards gambits use, Jr. et al. (2012) conducted the research about "Pick me up: Ego depletion and receptivity to relationship initiation". The present study examined whether ego depletion can influence receptivity to various types of opening gambits. To accomplish this, the researcher used 99 single participants either wrote a story with several restrictions (ego-depletion group) or wrote without restrictions (non-depletion group), and then read direct, innocuous, or cute opening gambits. Following each type of gambit, participants rated their receptivity by indicating how likely they would be to continue to talk to the initiator, viewed the initiator positively, and gave the initiator their phone number. Based on the analysis showed that those who participated in the ego-depletion task were significantly less receptive to cute opening gambits, being more receptive to innocuous opening gambits (relative to the non-depletion group) and did not influence direct gambits.

Focusing on debate competition, Herlinda (2016; see also Alhusani, 2012) analyzed the conversation gambits that were used by debaters in English debate

competitions namely Java Overland Varsities English Debate (JOVED). The researcher employed the theory of conversation gambits by Keller and Warner (2002)'s theory to identify the gambits and Keller (1979)'s theory to identify the functions of gambits. Based on the findings, the researcher drew some conclusions. Firstly, all the debaters used some gambits of opening gambits and linking gambits. Meanwhile, responding gambits were only used by some debaters. Secondly, the debaters used the gambits appropriately in the debate competition. Last, the use of the gambits could help the debaters to express their arguments fast and natural based on their interview.

Moreover, Othman et al. (2015; see also Agustin, 2014; Yuyun, 2014; Brown, 2015; Sihombing et al., 2015; Somjai & Jansem, 2015; Orin & Yuliasri, 2016; Ramlan et al., 2016; Aini et al., 2017; Liestyorini & Nurhayati, 2017; Ikawati et al., 2018) explored about the effects of debate competition on critical thinking among Malaysian second language learners. In this study, 40 second language learners, aged 16 years old, were involved in a two hour debate activity carried out three days per week for three consecutive weeks. This activity was organized by their school seniors, aged 18 years, as part of their English assignment. A pre - post critical thinking test was carried out among the debaters and at the end of the activity, a survey was undertaken to gauge their perception of the thinking process they had experienced. The result revealed that there was a significant difference in their critical thinking skills before and after the debate activity as the intervention. The survey and teacher observation offered feedback on how debate fosters their critical thinking.

Talking about communicative competence, the study by Irwandi (2017; see also Liu, 2009; Mecham, 2012; Light & McNaughton, 2014; Galante, 2015; Chaouche, 2016; Fauziati, 2016; Safari & Fitriati, 2016; Silalahi & Lestari, 2016; Zaini, 2016; Rohmah, 2017; Saudin et al., 2017; Mubasis & Sofwan, 2018) discussed about the strategy of integrating the language learners' intercultural communication competence in teaching oral communication skill. This study mostly encompassed the strategy of activating learners' cultural awareness, considering context, understanding obstacles to intercultural communication, understanding verbal and nonverbal issues, and designing classroom tasks for the intercultural competence. By including such strategies, the learners were guided not only in more successful communication, but also in constructing meaningful relationship with the target language speakers.

Furthermore, Nur (2012; see also Purwaningjati, 2012; Priyatmojo, 2014; Firmansah, 2015; Fitriati, 2015; Mutmainnah & Sutopo, 2016; Ghasani & Sofwan, 2017; Fitriati & Yonata, 2017; Fitriati et al., 2017; Mujiyanto, 2017; Solihah et al., 2018) analyzed interpersonal meaning in spoken discourse about Nelson Mandela's presidential inauguration speech at Pretoria on May 10, 1994 to conceptualize how interpersonal metafunction within the theoretical framework of Systemic Functional Grammar (SFG) investigates into a language from a social semiotic approach. The analysis involved the differences in the distribution of mood, modality, personal pronoun and other lexical features. The findings revealed that the architecture of Mandela's speech achieved his political purpose as well as fulfilled its interpersonal meaning not only by corresponding with its

lexicogrammar, but also by considering the contextual factors such as the need to reflect the economic and socio-political situation of the country at that time.

In addition, there is another study focusing on interpersonal meaning in written discourse conducted by Pertiwi (2014; see also Harman, 2008; Sukrisno, 2010; Bustam, 2011; Anggreningrum, 2012; Indriani, 2012; Lien, 2014; Hidayat, 2014; Rahmawati et al., 2014; Wigunadi, 2014; Emilia & Hamied, 2015; Oliveira, 2015; Fitriati, 2016; Hermawan & Sukyadi, 2017; Arifin, 2018). Her study aimed at examining the interpersonal meaning of the editorial of *The Jakarta Post* entitled *Endorsing Jokowi* and the editorial of *The Jakarta Globe* entitled *The Political Process and Press Neutrality*. This research comprehended the status, affects, and contact of the two editorials in order to realize the similarities and differences of the two media. This research was a qualitative study applying descriptive comparative method based on Systemic Functional Linguistics (SFL) approach. The findings showed that first, the status between the writers and readers of the two editorials was equal. However, *The Jakarta Post* had more persuasive language and closer relation than *The Jakarta Globe*. Second, the affect of the two writers toward the readers was positive. However, the affect of *The Jakarta Post* toward the issue and certain candidate was negative. Third, the contact of both writers toward the text was involved with high familiar and readable language. Lastly, the researcher concluded that nowadays certain media in Indonesia was not balance in delivering their views because certain media openly declared their stance in endorsing certain candidate.

The previous studies above show that the use of gambits may be applied in either spoken or written discourse such as in conversation (Soerjowardhana, 2015), textbook (Maesaroh, 2013), speaking ability (Nikmehr & Farrokhi, 2016), teacher's talk (Dufon, 2010), game (Faizal, 2016), debate (Herlinda, 2016), and ego depletion (Jr. et al., 2012). Moreover, other previous studies that support my study are about debate competition (Othman et al., 2015), communicative competence (Irwandi, 2017), interpersonal meaning in spoken discourse (Nur, 2012), and interpersonal meaning in written discourse (Pertiwi, 2014).

There are some similarities and differences between the previous studies and mine. The similarities are first, the previous studies mostly focus on spoken discourse which is same as mine. Second, both have the same aim, there is to achieve communicative competence. Third, both use conversation gambits theory proposed by Keller and Warner (1988). Meanwhile, there are some differences between the previous studies and mine. First, the previous studies focus on one competence only, while mine combines two competencies between gambits and debate structure. Second, the subject of the study is also different. My subjects are undergraduate students who participate in NUDC 2018 of West Java. However, there is one previous study that highly contributes to support my study about the use of gambits in debate competition conducted by Herlinda (2016).

Actually, the study of gambits in spoken discourse that focuses on the students' debate activities is rare. It is needed to be explored further since debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways (Krieger, 2005) to help them develop their

critical thinking ability. Therefore, I choose to investigate about the use of gambits as a part of strategic competence and debate structure as a part of discourse competence in students' debate competition to achieve their communicative competence. Since this study explores the use of gambits including opening, linking and responding gambits as well as debate structure in debate, I hope this study can give contribution to both gambits and debate structure theory and English language teaching and learning in Indonesia.

2.2 Review of Theoretical Studies

The reviews of theoretical studies covers and explains some theories related to the study, namely (1) Systemic Functional Linguistics (SFL), (2) Communicative Competence, (3) Gambits, (4) Debate, (5) Debate Structure, and (6) NUDC.

2.2.1 Systemic Functional Linguistics

Systemic functional linguistics, also known as SFL, is the study of the relationship between language and its function in social setting developed by M.A.K. Halliday in the 1960s. O'Donnell (2011, p. 2) states "SFL explores how language is used in social contexts to achieve particular goals". Moreover, Eggins (1994, p. 2) adds in SFL, language is viewed as "a strategic, meaning-making resource". Meanwhile, "in terms of data, it does not address how language is processed or represented within the human brain, but rather looks at the discourses we produce (whether spoken or written), and the contexts of the production of these texts." (O'Donnell, 2011, p. 2). The statements above indicate that SFL places higher importance on

language function (what it is used for) rather than on language structure (how it is composed) because it is concerned with language use.

Furthermore, when people speak or write by using any language, they produce text. In other word, the record of the language in any spoken or written is called text. As stated by Halliday (2014, p. 3) that:

Text is what listeners and readers engage with and interpret. The term ‘text’ refers to any instance of language, in any medium, that makes sense to someone who knows the language; we can characterize text as language functioning in context. (p. 3)

In this case based on Halliday’s statement above, language is a resource for making meaning and text is a process of making meaning in context. Thus, to comprehend a text, readers/ listeners need to understand its context and meanings.

2.2.1.1 Context

a. Context of Culture (Genre)

According to Gerot & Wignell (1994, p. 10), “context of culture determines what we mean through being ‘who we are’, doing ‘what we do’ and saying ‘what we say’”. Meanwhile, genres are staged, goal-directed and purposeful activities employed by writers or speakers (Gerot & Wignell, 1994, p. 192). Relating with context of culture, every genre has its own particular order, goal and features that differentiates its culture with others. For example, debate consists of introduction, arguments and conclusion. The aim is to persuade the listeners that something is the case. Its language features are use of simple present tense, relational processes, and conjunctions.

b. Context of Situation (Register)

Butt et al., (2003, p. 4) state that “context of situation is a useful term to cover the things going on in the world outside the text that make the text what it is”. The three aspects of the context of situation are as follows:

1) Field

Field refers to “what is going on, including activity focus (nature of social activity) and object focus (subject matter)” (Gerot & Wignell, 1994, p. 11). It means field focuses on what’s going on with reference to what.

2) Tenor

Tenor deals with “the social relationship between those taking part which are specifiable in terms of power (agent roles, peer or hierarchic relations), affect (degree of like, dislike or neutrality) and contact (frequency, duration and intimacy of social contact).” (Gerot & Wignell, 1994, p. 11).

3) Mode

Mode focuses on “how language is being used, whether the channel of communication is spoken or written and language is being used as a mode of action or reflection” (Gerot & Wignell, 1994, p. 11).

Hence, based on context of situation above, in this study I will analyze gambits and debate structure in debate competition (field) which is in spoken form of language (mode) between speakers (debaters) and listeners (audiences) (tenor).

2.2.1.2 Language Metafunctions

In SFL, 'clause' rather than 'sentence' inside a text is the unit of analysis. A clause is a unit in which three different kinds of meanings are combined. (Bavali & Sadighi, 2008, p. 15). According to Butt et al. (2003), three kinds of meanings become three major purposes of language are as follows:

Language seems to have evolved for three major purposes. These are: 1) to talk about what is happening, what will happen, and what has happened; 2) to interact and/or to express a point of view; and 3) to turn the output of the previous two functions into a coherent whole. (p. 5)

Based on the citation above, there are three main functions of language that become the center to the way the grammar works in the language system. These meanings or language metafunctions are the ideational (clause as a representation), interpersonal (clause as an exchange) and textual (clause as a message) meanings (Halliday, 1994; Halliday, 2014; Oliveira, 2015).

- a. *Ideational meaning* uses language to represent experience. There are two parts to this representation: experiential meanings encode the experiences and logical meanings show the relationships between them (Butt et al., 2003, p. 5). The system is signified by two main elements, namely: transitivity and ergativity.
- b. *Interpersonal meaning* uses language to encode interaction, to show how defensible we find our propositions, to encode ideas about obligation and inclination and to express our attitudes (Butt et al., 2003, p. 5). The interpersonal meaning is the use of language to establish and maintain social relationship. This function involves modalities that are related to modus system. The system involves two main elements, namely: mood and residue

c. *Textual meaning* uses language to organize our experiential, logical and interpersonal meanings into a coherent, and in the case of written and spoken language, linear as a whole (Butt et al., 2003, p. 6). The textual function is the use of language to signify discourse. Here, language becomes text is related with its contexts of use and the context of situation. The system is classified into two structures, namely: thematic structure (theme and rheme) and information structure (New and Given).

These meanings correspond to the context of situations (field, tenor and mode) of a text which lie behind the various functional approaches to language (Eggins, 1994). However in this study, I will emphasize on interpersonal meaning only which is analyzed through gambits used by debaters. Thus, my study is to analyze gambits and debate structure in debate competition (field) focuses on interpersonal meaning in spoken form of language (mode) between speakers (debaters) and listeners (audiences) (tenor).

2.2.2 Communicative Competence

The goal of learning a second or a foreign language is to have the ability to use that language in communicative situations (Ellis, 1996, p. 74). That ability which learners have is called “communicative competence”. In other words, Hymes in 1972 (as cited in J.B. Pride & J. Holmes, 1986) implies communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals either in second or foreign language teaching and learning.

Communicative competence is derived from a concept first introduced in 1957 by Chomsky who created the term linguistic competence (Mecham, 2012, p. 32). Then in 1967, Hymes divided communicative competence into two sub categories, namely linguistic competence and sociolinguistic competence. Furthermore, in 1980 Canale & Swain added grammatical competence and strategic competence, Canale (1983) then added discourse competence into them, and Celce-Murcia et al. (1995) proposed that communicative competence has five elements. Which later, she proposed revision that the umbrella of communicative competence has six competencies as displayed below.

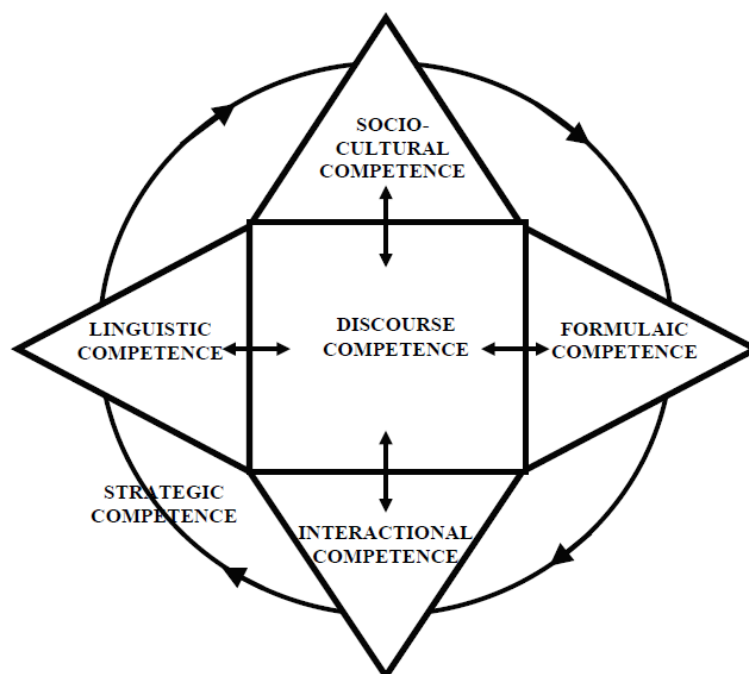


Figure 2.1

Revised Model of Communicative Competence by Celce-Murcia (2007)

Based on the figure above, the revised model of communicative competence in accordance to Celce-Murcia (2007) includes sociocultural competence, linguistic competence, formulaic competence, and interactional competence,

supported by discourse competence and subsumed under strategic competence. Those six competencies are interrelated together to achieve communicative competence. In this study, I only focus on two competencies, namely discourse competence and strategic competence.

2.2.2.1 Discourse Competence

Discourse competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message (Celce-Murcia, 2007, p. 46). The revised model also put discourse competence as the central role in any construct of communicative competence. The following are several sub-areas of discourse competence as described by Celce-Murcia et al. (1995, pp. 13–15): *cohesion* (anaphora/cataphora, substitution/ ellipsis, conjunction, and lexical chains), *deixis* (personal pronouns, spatial terms, temporal terms, and textual reference), *coherence* (schemata, managing old and new information), and *generic structure*. In this study, I choose generic structure as a part of discourse competence to be the focus of the study to be analyzed in the students' debate competition.

2.2.2.2 Strategic Competence

Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication. (Richards & Rodgers, 2001, p. 160). According to Oxford (2001, p. 362, as cited in Celce-Murcia, 2007, p. 50), strategies for language learning and use are “specific behaviors or thought processes that students use to enhance their own L2

learning.” Such behaviors are either (1) learning strategies or (2) communication strategies. There are three of the most important learning strategies to help learners learn languages better and faster are *cognitive*, *metacognitive* and *memory-related*.

Moreover, Celce-Murcia et al. (1995, pp. 26–29) justifies that communication strategies are means of keeping the communication channel open in the face of communication difficulties, and playing for time to think and to make (alternative) speech plans. The components of these strategies are *achievement*: (approximation, circumlocution, code-switching, miming, etc.), *stalling*/ time gaining (fillers, hesitation devices, gambit, and repetitions), *self-monitoring*, *interacting*, and *social*. As a part of strategic competence, I choose gambits to be the focus of the study to be analyzed in the students’ debate competition.

Based on the explanation above, Celce-Murcia (2007) claims that the six competencies can be used by second/ foreign language learners to achieve communicative competence. As stated by Fauziati (2005, p. 83) that “the model suggests that some components can be employed more effectively in the classroom situations and according to the communicative needs of the specific learner group”. It indicates that both teachers and learners can combine several components to be used in the classroom situations to achieve communicative competence. Therefore in this study, I try to combine the use of gambits as one component of strategic competence and debate structure as one component of

discourse competence to achieve students' communicative competence in debate competition.

2.2.3 Gambits

Keller and Warner (1988, p. 4) explains that a gambit is a word or phrase which helps speakers to express what they are trying to say. They then continue that:

For example, we use gambits to introduce a topic of conversation; to link what we have to say to what someone has just said; to agree or disagree; to respond to what we have heard. In one sense, a gambit has very little meaning – it does not express an opinion; it may only introduce the opinion. (Keller and Warner, 1988, p. 4)

It means that according to the statements above, gambits are words or phrases which are used to establish, maintain and end a conversation. Furthermore, gambits actually have very little meaning since sometimes they do not express the opinion. Mostly, they are used to introduce the opinion to make the conversation sound natural and less direct as the following explanation by Keller and Warner (1988, p. 4):

On the other hand, if we never use gambits in our conversation, other people will think we are very direct, abrupt, and even rude – they will get a wrong picture of us as people. So gambits are full of meaning. They show our attitude to the person we are speaking to and to what (s)he is saying. Gambits will make your English sound more natural, more confident, and will make you easier to talk to. Above all, you will not be misunderstood. (p. 4)

Despite of the fact that gambits can make the conversation sound natural and more confident for the speakers, gambits can make our statement or argument sound more polite since we avoid to use direct statement that sounds rude for listeners. Besides, as stated by Celce-Murcia et al. (1995, pp. 26-29) that gambits

are considered as a part of communication strategies, gambits can be used as a strategy to help the speakers overcome their inadequate English ability to achieve communicative competence. Meanwhile, Keller and Warner (1988) classify gambits into three types, namely opening gambits, linking gambits, and responding gambits as explained below.

2.2.3.1 Opening Gambits

According to Keller and Warner (1988, p. 5), opening gambit helps us to introduce ideas into the conversation since the beginning of a conversation is usually the most difficult part for most people. However, this type of gambits is not only used to introduce ideas in the beginning of a conversation, but also to introduce new ideas during a conversation if the speakers want to add a small piece of information in the middle of conversation. For example, '*First of all*', '*Secondly*', '*I think ...*', '*In my opinion...*', etc. (see Appendix 1)

2.2.3.2 Linking Gambits

Linking gambits are words/ phrases used by the speakers/ listeners to link their idea to what someone else has just said (Keller & Warner, 1988, p. 35). The main reason is that to make the listeners be more prepared to the speakers' idea, opinion, argument or view whether the speakers are going to agree or disagree. Sometimes these are also used if the speakers want to disagree but in a way not to offend the listeners. For instance, '*Because of that...*', '*I mean...*', '*For example*', '*Generally*', etc. (see Appendix 1)

2.2.3.3 Responding Gambits

Responding gambits are used to give respond to other speakers' idea, opinion, argument or view (Keller & Warner, 1988, p. 61). These are used to give the other speakers some feedback about what they are saying. These gambits allow the speakers to agree or disagree at different level to show surprise, disbelief, or polite interest. Besides, these also help speakers getting much easier to talk, more relaxed and fluent when giving response to someone else's opinion. For example, *'That's right'*, *'I agree'*, *'I disagree'*, *'Thank you so much'*, etc. (see Appendix 1)

2.2.4 Debate

According to the Oxford English Dictionary, debate is “a formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward and which usually ends with a vote.” (The Oxford English Dictionary, 3rd Edition). Meanwhile, Harvey-Smith (2011, pp. 1-2) clarifies that

Debate is, by its nature, a formal activity. Debate is a particular form of argument, yet having a debate is distinct from having an argument. In an argument, the target is the interlocutor, whose mind debaters wish to change. In a debate, while debaters do argue with other fellow debaters, the target is the adjudication panel. The purpose of a debate is not for two disputing parties to leave the room in agreement. Instead, through the debate between them, others will form a judgment about which of the two to support. (pp. 1-2)

Generally, debate is a formal activity of argumentation between two sides or individuals propose or attack a given proposition with series speeches or arguments and the purpose is to persuade audiences or listeners to what they say. The two sides in debate are called proposition (or government) team who supports

the resolution and opposition team who opposes the resolution. Debate between the two competitive sides can be judged by third parties either adjudicators (panel of judges) or audiences (listeners) by considering three categories of debate including matter, manner and method (Quinn, 2005, p. 5).

Harvey-Smith (2011, p. 12) states a debate has a *motion* or the topic to be discussed. It takes the form “This House...” or “The House...” and determines the course of action that is to be proposed. For example: “The House believes that the National Examination should be erased”.

2.2.4.1 Categories of Debate

Beside debaters, there are third parties who decide, judge and rule the debate process, namely adjudicators. The functions of the adjudicators are to decide which team has won the debate; to provide an explanation of the reasons for the decision; and to provide constructive feedback to the debaters. Adjudicators consider debaters’ speech and performance as a team as a whole according to three criteria; matter, method and manner (Quinn, 2005, p. 5), as follows:

a. Matter

Matter is *What you say*. According to D’Cruz (2003, p. 7), matter is the content of the speech. Matter includes arguments, evidence presented to support those arguments, examples and analysis. Matter includes substantive matter, rebuttal and points of information.

b. Manner

Manner is *How you say it* or the presentation style of the speech. Manner describes the *way* that a particular speech is presented. For example, how

interesting, sincere or humorous is the speaker? (Quinn, 2005, p. 5). Based on D'Cruz (2003, pp. 21-23), the elements of manner are: body language, vocal style, humour, and avoid personal attacks on opponents

c. Method

Method is *How you organize it*. D'Cruz (2003, p. 13) states that method is the structure and organization of the speech. Meanwhile, the elements of method are: (1) responsiveness means organize their speech to support their team and respond to their opposition, and (2) structure means certain structural elements of a speech which will tend to enhance its effectiveness.

2.2.4.2 British Parliamentary (BP) Style

Several academic debate systems/ styles are applied in many institutional educations in Indonesia, namely U.S. Parliamentary, Australian parliamentary, Asian parliamentary, etc. However, the one that is applied in the present study is British Parliamentary, or BP, for short. BP debate is the standard form used at university level and differs radically from the school style to which some young debaters are used (Morgan: 2015, p. 4). Moreover, BP is also called as Worlds Style (WS) since this style is used for all future World Championships which lead to the growth of debate worldwide (Harvey-Smith, 2011, p. 3).

Specifically, any debate will have two sides: a proposition (or a government) and an opposition side. In BP according to Harvey-Smith (2011, pp. 12-13), the two sides are called Government and Opposition. The Government supports the resolution, and the Opposition opposes the resolution. Each debate

contains 4 teams and each team consisting of 2 speakers. Two teams represent each side of the debate. On Government side is Opening Government (OG) and Closing Government (CG), while on Opposition side is Opening Opposition (OO) and Closing Opposition (CO). Therefore, the following is the speaking order of 4 teams in BP style.

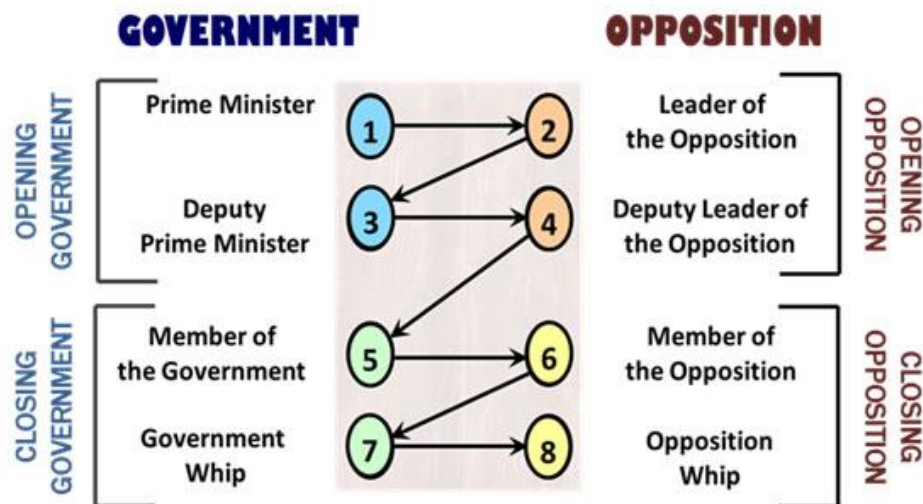


Figure 2.2
The Speaking Order

Based on the figure 2.3 above, it shows that the speaking order is as follows:

- | | |
|------------------------------------|---|
| 1. Prime Minister | First Speaker, Opening Government (OG) |
| 2. Leader of the Opposition | First Speaker, Opening Opposition (OO) |
| 3. Deputy Prime Minister | Second Speaker, Opening Government (OG) |
| 4. Deputy Leader of the Opposition | Second Speaker, Opening Opposition (OO) |
| 5. Member of the Government | First Speaker, Closing Government (CG) |
| 6. Member of the Opposition | First Speaker, Closing Opposition (CO) |
| 7. Government Whip | Second Speaker, Closing Government (CG) |
| 8. Opposition Whip | Second Speaker, Closing Opposition (CO) |

In BP debate, each speaker getting equal time 7 minutes speech. A debater may give POI when a speaker from another team is giving speech. POIs or Points of Information (questions directed to the person speaking) are an opportunity to subject the opponents to instant examination (Harvey-Smith, 2011, p. 56).

2.2.4.3 Role of Speakers

According to Harvey-Smith (2011, pp. 30-33), each team has a subtly distinct set of required tasks to fulfill, as follows:

a. Opening Government

1) Prime Minister (PM)

PM has the luxury of deciding exactly what course of action they want to propose, defining the motion, and laying out a Government case with arguments in support. The first speaker should avoid all temptation to rebut in advance presumed attack from Opposition team. The first speaker should also use her time building the strongest possible case, dealing with all the practical issues, and leaving her partner to work on the rebuttal of Opening Opposition.

2) Deputy Prime Minister (DPM)

DPM's job is to rebut what LO said and continues Opening Government case. DPM may also need to include some 'reinforcement' of the case, depending on the job done by PM. If the mechanism has been attacked, it will need defending or attacking the opponent with rebuttals. In DPM's speeches, there will need to be significant new arguments to support PM.

b. *Opening Opposition*

1) Leader of the Opposition (LO)

LO's main job is to defeat/ rebut what PM said and introduce Opening Opposition case. Therefore, a large part of their role is characterizing and attacking the proposal from the other side. However, the position is not entirely negative. Opening Opposition should say where they stand on the issue and try to defend that position with arguments. That position and the Government position should be mutually exclusive.

2) Deputy Leader of the Opposition (DLO)

DLO's speeches are expected to consist of rebuttal of the previous speaker's material and new substantive arguments in favor of, or against the motion. DLO and DPM's positions may be dealt with together, as both speeches are essentially same. In both Deputies' speeches, there will need to be significant new arguments in support of their Leaders and ideally, little left for the second half of the table.

c. *Closing Government*

1) Member of the Government (MG)

MG's main job is to extend the Government case and rebut what DLO said. MG must have a case that is consistent with their colleagues on Opening Government. The trick for Closing Government, while being consistent, is to make a case that is new and important. It is not about doing something different, but doing the same thing for different reasons.

2) Government Whip (GW)

GW may introduce new contentions, but it's not generally recommended, rebut what the MO said and summarize the debate.

d. *Closing Opposition*

1) Member of the Opposition (MO)

MO mirrors Closing Government. They must not contradict Opening Opposition. They must make a case that is new and important. The first speaker must not only talk about the proposal brought by Opening Government but the case of Closing Government as well —and find time to lay out their own case.

2) Opposition Whip (OW)

The second speaker is rebutting what the GW said, strictly a summary speaker, drawing together the threads of the debate, demonstrating that the Opposition won and that Closing Opposition had the best case.

2.2.5 Debate Structure

Every speech should be structured. According to Celce-Murcia (2007, p. 47), structure or generic structure is formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, debate, etc. In BP style, every speaker needs to make sure they spend a seven-minute speech with the most important aspects of what they have to say either to support their own team or against other team's arguments. They need to be consistent

within a speech and across a team. Harvey-Smith (2011, p. 62) states that the structure of debate is as follows:

a. Introduction

According to Harvey-Smith (2011, p. 62), introduction tells audiences where the speakers are going to take them by outlining the case that contains the names of arguments. It should gain attention and tunes listeners into the topic.

b. Arguments

Freeley and Steinberg (2009, p. 5) state “argumentation is reason giving in communicative situations by people whose purpose is the justification of acts, beliefs, attitudes, and values”. Therefore, arguments are opinions or reasons explained by the speakers to support the issue or their statement.

c. Rebuttals

Rebuttal is the attack to the opposition’s arguments. Rebuttal involves introducing evidence and reasoning to weaken or destroy another’s claim (Freeley & Steinberg, 2009, p. 164). In BP, rebutting the opponent’s arguments is delivered before the speaker giving any argument. This is applied to attack the previous opponent’s arguments then the speaker makes their own arguments to support their team.

d. Conclusion

Conclusion includes a sense of closure in a way that might help the audiences or listeners remember the main topic and ideas by restating the thesis statement, briefly summarizing main points, and offering a clincher (Sellnow, 2005, p. 63).

Based on BP style, the debate structure in this study will be (1) Introduction; (2) Rebuttals; (3) Arguments; and (4) Conclusion.

2.2.6 National University Debating Championship (NUDC)

National University Debating Championship (NUDC) is national English debate competition between students in university level. It means that all students in university level either from English department or not can join this competition. The purposes of NUDC are to improve students' English ability orally, improve the students' ability to think critically and analytically, develop the students' ability to express opinions logically and systematically, and strengthen the students' character through understanding national and international problems as well as alternative solutions through debate competitions (NUDC, 2018).

The system/ style used in NUDC is the British Parliamentary (BP) style. This is a system used in the World University Debating Championship (WUDC) or a debate competition between world universities. My study focuses on the regional level NUDC followed by 40 universities from West Java. The competition system is clarified below (NUDC, 2018):

a. Preliminary Rounds

There are 3 until 5 *preliminary* rounds to determine 16 best teams who deserve to advance to the *quarter final* round. The number of *preliminary* round based on the number of participating teams.

b. *Quarterfinal Rounds*

This round is a knockout system, meaning that the team only does once debate. There are 16 teams arguing in the four debate rooms and 2 best teams in each room will advance to the *semifinals*.

c. *Semifinal Rounds*

There are 8 best teams which are divided into two debate rooms and 2 best teams from each room will advance to the *grand final* round.

d. *Grand Final Round*

This round is the top round which brings together the 4 best teams to determine the 1st, 2nd, 3rd and 4th place winners.

The 11 best teams from West Java region will advance to the national level NUDC and meet with best teams from other regions.

2.3 Theoretical Framework

In the present study, I would like to use spoken text of debate as the main data source. Five debate activities in NUDC followed by 20 debate teams are recorded and analyzed. The goal is to achieve communicative competence. Here, I combine strategic competence and discourse competence to achieve it. Therefore, I choose gambits as a part of strategic competence and debate structure as a part of discourse competence to be analyzed. Furthermore, gambit is very necessary to use in debate for debaters to speak English naturally and fluently, while debate structure can support them to speak well-structure and systematic in debate.

By using gambits and debate structure, the debaters are expected to be able to persuade the audiences or listeners to their arguments. In regards with interpersonal meaning, I would like to analyze types of gambits used including opening, linking and responding gambits by the debaters to know their attitudes toward the issue or topic being argued. Besides, the debate structure (introduction, rebuttals, arguments and conclusion) of every debater will be analyzed as well to support the data. I investigate the debaters' gambits by applying conversation gambits' theory proposed by Keller and Warner (1988). Meanwhile, the debating theory as suggested by Harvey-Smith (2011) is also used to analyze the debate structure. The theoretical framework of the study is displayed in figure 2.4 below.

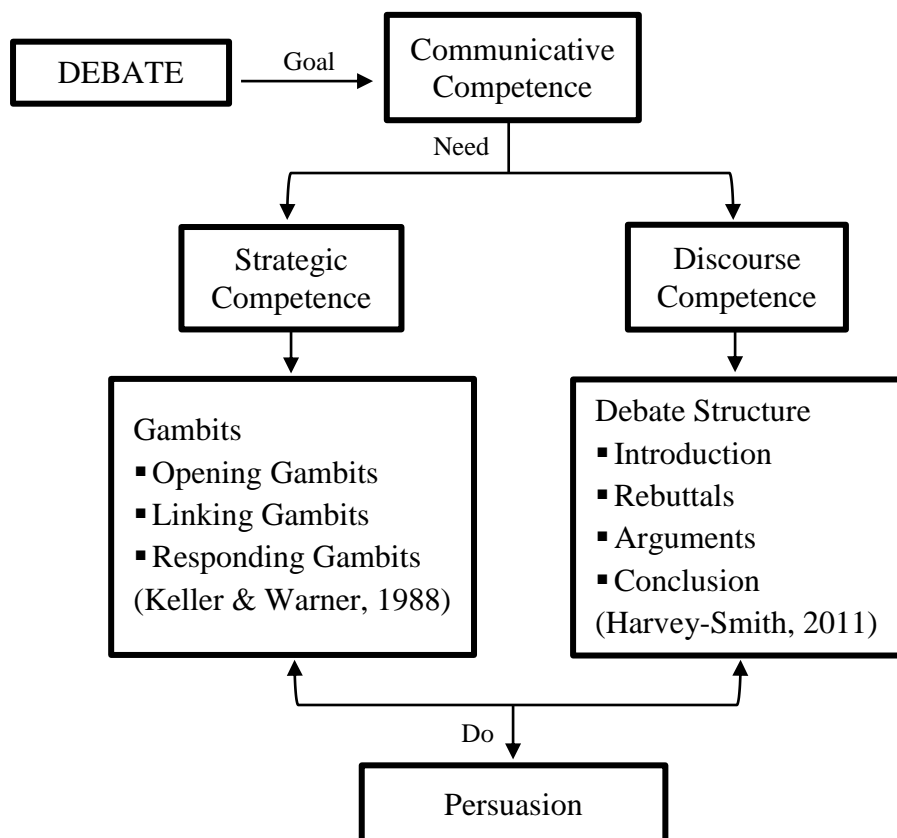


Figure 2.3
Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions according to the findings and discussions in the previous chapter.

5.1 Conclusions

Based on the findings and discussions of this study, there are some conclusions that can be drawn as follows:

The discussions above showed that the students as debaters used variety of gambits from opening, linking and responding gambits to support them in delivering their speeches in the debate competition. Gambits can help them as a strategy to speak English fluently and naturally to achieve communicative competence. Furthermore, most of them used gambits very well either based on the theory or not. After all, the use of gambits makes the students' speeches sound natural rather than the ones who do not.

In applying debate structure, most of debaters followed the rule of British Parliamentary style that there should be four parts in delivering debate speech, including introduction, rebuttals, arguments, and conclusion. Only one or two debater/s did not apply one or two part/s of the debate structure in each debate competition. Following the debate structure rule makes the students' speeches systematic, well-structured, well-managed, and understandable while delivering interpersonal meanings from the beginning until the end.

The use of gambits gave high contribution to the students' debate structure. They support them to open the introduction, make rebuttals to attack the opponents, make their own arguments to support their own team, and summarize the conclusion in the end of their speech.

According to the interviews with five debaters in NUDC 2018 of West Java, most students learn gambits naturally, not in the classroom or by practice because not all debaters came from English department. That is why they tend to speak English freely instead of following the rules since they did not know the theory. However, they did not find any significant difficulties of using gambits and debate structure in the debate competition.

Based on the result of the interviews, to overcome such difficulties of speaking English by using gambits and debate structure in any situation is by practicing hard to make the speech perfect. Besides, the debaters can also learn them by reading journals or documents related in order to support them delivering their speeches very well

5.2 Suggestions

There are some suggestions based on the conclusions presented above, as follows:

For English language learners, since this study is about discourse focusing on gambits, English language learners need to learn it by practicing to make their speeches sound natural. Furthermore, they need to learn more about debate structure to make their speech systematic, well-structure, well-managed and understandable. Mastering gambits as strategy competence and debate structure as discourse competence can support them to achieve communicative competence.

For English teachers, while learning about language, the teachers need to teach their students not only focusing on the theory but also how to apply it in the real context of situation by practicing both in the classroom and outdoor.

For further researchers, more studies are needed focusing on gambits or debate structure in other areas beside debate competition to examine the interaction between different topics.

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