Questioning Act as an Instrument of Threatening Acts in the First Final United States Presidential Debate 2020 "Economy Issue": (A Pragmatic Study)

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ABSTRACT

This paper aims to discuss the use of questioning acts as an instrument to determine the use of face threatening acts in the first final United States Presidential Debate September 2020, between Donald Trump versus Joe Biden. The data source is the debate transcript of presidential first final debate in September 2020, and the data is the utterances of Trump and Biden which taken from Economic Issue. Trump and Biden regularly attacks each other's face in debate through questioning acts, especially in the minute 11:48 until 19:09 in the part 2 of debate activity. This research applies descriptive qualitative method by applying Yule's speech act theory (1996), and Brown & Levinson (1987) Face Threatening Acts in Yule (1996). In the economy issue, the writers find that there are 7 data of questioning acts which contains face threatening acts meanwhile questioning act is part of directive speech act. The data shows that, the questioning acts usually function as the instrument to make the interlocutors loss their face.

Keywords: *speech act, face threatening acts, politics, pragmatics*

INTRODUCTION

Language is a media for people to express their feeling and expression. Gunarwan (2004, p. 6) stated that the existence of a language is to make the communicants able to understand the delivered messages. When the intended meaning delivered by the speaker understood by the hearer, it means that good communication occurs. The use of language is influenced by certain factors such as the age gap, kinship, professional relations or the situation and context in which the speech is uttered. The study of language use which is influenced by context and situation is called pragmatics. For example, if someone says "How's that salad doing? Is it ready yet?" as a way of politely enquiring about the salad, his intent may be in fact to make the waiter bring the salad. Thus, the utterances are not an inquiry about the progress of salad construction, but a demand that the salad be brought (Crystal, 1980, p.152).

Based on the example above, it can be seen that, we often mean more than what we say indicated by asking something, complaining, commanding, offering, etc. Performing actions through utterances is called speech act. Yule (1996, p. 53)

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also stated there are five classifications of speech act; they are declaration, representative, expressive, directive and commisive. In addition, requesting, asking, ordering, and questioning is part of directive speech act. Directive speech act, is and act where the speakers intent to make the hearer doing something for them. Yule (1996: 54) stated that, directives are those kinds of speech acts that speakers use to get someone else to do something. They are commands, orders, request, suggestion, question, and they can be positive or negative.

Related to negative directive speech act, it also deals with the negative utterances meaning. Cutting, (2002, p. 46) stated that "If the speaker expresses a suggestion, request, offer or invitation openly and uses direct language, it is called a face threatening act with a *bald on record*". In addition (Morand, 2000) said that face threatening acts occurs when one of the speakers has the opportunity to threaten the hearer's face. Utterances that can be regarded as face threatening acts are; opposing, criticizing, disapproving, interrupting, forcing, borrowing, asking for help, asking for information, and humiliating. On the other hand, politeness strategies are used to minimize face threatening act.

This paper will focus on the use of questioning act that indicated as the face threatening acts which uttered by Trump and Biden in the first final presidential debate September 2020, with the issue of economy in part 2 of first debate. Moreover, in lines with Morand (2000), here the paper will only focus about the utterances with the meaning 'asking for information' in the debate. In addition, Diana (2009) claims that, a debate is a formal verbal contest between two individuals or groups who intend to present arguments to support opposite sides of a question. Debates follow a set of rules so that participants can state their position and attack the views of the challenger (opponents of the debate) in a fair and orderly manner towards a motion. Oppositely the writer sees that candidate Trump's not following the rules of the final debate 2020 by interrupting Biden time to give his argument.

Questioning Speech Act in Use

In communication, there always explicit meaning that want to be delivered by the speaker. Almost all of the utterance consists of an action which also called as speech act. Jess. et al (2018) in the *Proceedings of Sinn und Bedeutung* 22 analyzed about Questioning Speech Act in Cantonese language, argue that "assertion or question returns a new interrogative speech act asking whether the input speech act can be felicitously performed by the addressee". Jess et al, also belief that the questioning act is performed by the higher level power speaker in the communication. Related to the this analysis, also the writer sees that there is face threatening act used in the questioning act that uttered by Trump and Biden in the debate activity on September 2020. Benjamin Brosig, Foong Ha Yap, Kathleen Ahrens (2019) entitled "*Assertion, Presumption and Presupposition an Account of the erstwhile nominalizer YUM in Khalka Mongolian*" in *Studies in Language by Benjamin Publisher*, Vol 43 (4): 896-940, this article analyze the clitic YUM (< 'thing') in Khalka Mongolian which in different syntactic contexts, reinforce assertiveness or expresses different shades of presumption or presupposition. The former holds for declarative where the presence of YUM conveys the speaker's strong subjective and often strong guess, sometimes to the point that the speaker presupposes that the proposition actually obtains. In declaratives marked as immediately perceived, YUM as a marker of subjective speaker conviction that within the Khalka Mongolian declarative system is opposed to both simple factuality and overt evidential marking.

In *Register Journal* Vol. 10 No.2, 2017 the writer found the article entitle "A Translation Study on Responding of Requesting Speech Act in the *Heroes of Olympus Series*" written by Anis et al, from Universitas Sebelas Maret Surakarta, the writers try to find the translation techniques and evaluate the translation quality in the form of acceptability assessment on responding of requesting speech act in the novel. By applying Focus Group Discussion method, the analyses conclude that, there are 13 translation technique applied in translating the responding of requesting speech act. They are establish

equivalent, variation, borrowing, modulation, amplification, adaptation, discursive transposition, generalization, reduction, literal, substitution, and linguistic compression.

Orin and Issy (2016) in paper entitle "*Representative Speech Act Performed by The Debaters in an English Debate Competition*" publish by **English Education Journal** of UNNES, analyze the types of representative speech act by Schifrin (1994), used by the debaters, especially the opponents' one in developing argument in the English debate activity. The findings is ,there are twelve types of representative speech acts in the debate (Searle and Vanderveken, 1985) the highest opponents respond is "arguing" acts than other acts, with the meaning to embrace and persuade the hearers to trust what the speakers believe. The last, the representative speech acts to the development of argument in debate shows that the highest frequency distribution of representative speech acts is explaining 46.1%. It is followed by exemplifying 19.4% and tie-back 18.1%. The small frequency distribution of representative speech acts in arguments' structure is labeling 16.3%.

The last previous research is wrote by Luh Putu Anggie Arsani, I Wayan Juniartha, and Ni Nyoman Deni Ariyaningsih (2021). Publish in **ELYSIAN** Journal, the paper is entitled "*An Analysis of Representative Speech Act Used in Covid-19 Speech in Queen Elizabeth II*". The study aims to find out the representative speech act used in Queen Elizabeth II's speech entitled Queen Urges 'Self-Discipline and Resolve' in Corona Virus Speech, and to analyze the meaning behind the utterances of Queen Elizabeth II's speech. The analysis of the data uses qualitative method with speech act by Yule (1996) and Searle (1976). The results of the analyses shows that there are 20 of 28 utterances that identified as representative speech acts used in Queen Elizabeth II's speech which means the speaker used representative the most in her speech meanwhile the rest of 8 utterances consist of 4 expressive, 2 commissive, 1 directive, and 1 declarative.

Speech Acts

Yule (1996:53) stated that there are five types of general classifications performed by speech acts: declarative, representatives, expressive, directives, and commissives. Unfortunately, in this research the writer only use the representative and expressive speech act classification.

a.   Representative
These kind of speech acts states what the speaker believes to the case or nor statements of fact, assertions, conclusions, and descriptions (Yule, 1996:53). The speaker represents the world as he or she believes it is. E.g.
A :"The earth is flat."

This example shows that the speaker states the truth that the earth is flat not square or triangle as representative of her belief.

b.   Expressive
In our daily life we need to express our feeling to make the addressee understand what the real feeling that we want to show. Typical cases are when the speaker thanks, apologizes or welcomes the listeners. This expressive is defined that what the speaker feels, like pleasure, pain, likes, dislikes, joy, or sorry, (Yule 1996:53). E.g.
A: "Congratulations!"
B: "Thank you, I am so happy about my graduation"
The word "congratulation" is to show the happiness and care.

From those of speech act classification explained, here the writer use the name of illocutionary act in the analysis part, since this speech act classification is categorized from the illocutionary identification

c.   Directives

According to (Yule 1996:53), in reality, most speakers use to get someone else to do something. They express what the speaker wants. It could be in a form of commands, orders, requests and suggestions. E.g.

A : Could you lend me a pen, please.

From this example, could be identified that A ask someone to lend him the pen.

From the speech act classification explained, here the writer use the name of illocutionary act in the analysis part, since this speech act classification is categorized from the illocutionary identification

Basically, Searle in (Yule 1996:55) claimed that classification above has its own function as follow:

Table 2.1 Speech Acts Classification:

Speech Act Classifications	Direction of fit	S: Speaker X: Situation
Representatives	Make words fit the words	S believes X
Expressives	Make words fit the words	S feels X
Directive	Make the worlds fit the words	S wants X

In addition, here the writers only focus with the use of questioning act that has a meaning of attacking the interlocutor's face or negative one.

Face Threatening Act

Yule (1996, p. 61) stated, if a speaker gives an utterance that represent a threat to another individual's self-image expectations, it is described as a face-threatening act. Brown and Levinson (1987) suggest that politeness is an act of preventing and dealing with speech acts that threaten the self-image or face (face) of others as well as themselves (Face Threatening Acts). Face can be simply interpreted as a person's self-image. Yule (1996, p. 61) argues "if a speaker says something that represents a threat to another individual's expectation of self-image, it is described as a face threatening act".

Brown and Levinson (1987, p. 92) proposed four politeness strategies, they are bald on record strategy, positive politeness strategy, negative politeness strategy and off record strategy. While here the writer focuses on bald on record strategy. In the bald-on record strategy, speakers do nothing to minimize threats to the speaker's self-image. Speaker make direct and clear speech acts. According to Brown and Levinson (1987, p. 95) "the prime reason for bald on-record usage may be stated only: in general, whenever I have face, even to any degree, he will choose the bald on-record strategy". Based on that opinion, it is known that in using this strategy, the speaker's desire to maximize the efficiency of speech acts under any circumstances is greater than the speaker's desire to respect the speaker's self-image, (Amalia, Citraresmana, Saefullah and Aridhtardha, 2017, p. 617).

Bald on Record

The on record baldly strategy or what is generally called bald-on record, is a straightforward strategy with direct language, clear and straightforward face threatening act strategy. By using this strategy, speakers make speeches regardless of whether it is a face-threatening act or not. This strategy can also be used if the speaker feels he has higher power than his opponent. Yule (1996) claims, in contrast to off-record utterances, one can use language directly to the listener as a form of stating what the speaker needs, this direct speech is also called on-record, such as; "Lend me a pen". Basically, these utterances can be refined by adding the words "please" or "may I" which also referred to as a mitigation device. In line with Yule (1996)

and Brown and Levinson (1987), Cutting (2002, p 46) stated, if the speaker makes a suggestion, request, offer, or invitation openly and uses direct language, then it is called doing FTA bald-on record with direct speech act, this utterance tends to be imperative without mitigating tools. In addition, Morand (2000) argue that face threatening acts occur when one of the speakers has the opportunity to threaten or harm the other person's face, utterances that can be identify as face threatening acts are; opposing, criticizing, disapproving, interrupting, forcing, borrowing, asking for information, and humiliating.

Context by McMannis (1998)

In most cases, this is the performative verb that explicitly names the illocutionary act being performed   (I warn you that, I predict that, I promise that, etc). While the speakers do not always make their speech acts this explicit, but still the context may force them to identify the speech acts being performed. Based on (McMannis in Citraresmana, 2015:10) "*to fully understand the meaning of a sentence, we must also understand the context of which it was uttered*". McManis classified the context into four classifications:

Take a look at the simple text bellow, and how the context influences the situation. "Suppose that two people, talking loudly, walk into an individual study section of the library. They sit down, still talking loudly, but no one says anything to them. After about five minutes, a person across the table from them sarcastically says: "Talk a little louder, won't you? I missed what you just said.". (McManis, 1998: 197)

1). *Physical context*:

  Where the conversation takes places, what object are present and what action are taking place. From the text above, "Suppose that two people, talking loudly, walk into an individual study section of the library." They are in library it supposed to be called as physical context (McManis, 1998: 197).

2). *Epistemic context:*

Background knowledge shared by the speakers and hearers.

"Suppose that two people, talking loudly, walk into an individual study section of the library. They sit down, still talking loudly, but no one says anything to them. After about five minutes, a person across the table from them sarcastically says: "Talk a little louder, won't you? I missed what you just said." People do not usually talk to strangers and libraries are quiet places are called epistemic context (McManis, 1998: 197).

3). *Linguistic context*:

  Utterance previous to the utterance under consideration.

From the text, certain contextual facts help to signal that this is a request for silence: the utterance interrupts their conversation and breaks the silence between them and others and the request is made in sarcastic tone were part of linguistic context (McManis, 1998: 197).

4). *Social context*:

  The social relationship and setting of the speakers and hearers. Whereas, the social context of the situation is the speaker and hearers are students, that in the same location at the time, that is why the one who hears their noise talks sarcastically (McMannis, 1998:197).

RESEARCH METHOD

Research Design

The research method is the way or the tools that later on will help researchers answer the problem formulations. Djajasudarma (2006, p. 24) stated that methodology is the knowledge of or a description of the method. Method is an orderly and well thought out way to achieve an aim in research. Furthermore, Djajasudarma (2006) said that language research method is closely related to language research, which aims to collect, and analyses the data, as well as study linguistic phenomena. The research design is used to find out and answer the problem formulation, in analyzing face threatening act in Trump's utterances dominance in United States'

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Presidential final debate 2020 against Biden. Norman, Denzim, Y Lincoln in Targadi (2011, p. 23) stated "qualitative research means different things in each these moments. The qualitative data is the way to analyze data through an observation and to collect the data". Furthermore, the descriptive was taken with the aim of determining the characteristics of a population or phenomenon. The qualitative data analysis does not use the statistic method. The writer can conclude that the descriptive qualitative method is the way of analyzing or studying from the phenomenon or the data and she tries to describe it.

Data Source

This analysis takes the data sources of United States Presidential final debate, on September 2020. The writer took the United States Presidential final debate transcript from *www.rev.com* on December 5th 2020. The writer also gathered some other information dealing with face threatening act, the power in language, previous study and journal, meanwhile from library research the writer used some books related to the discourse analysis about power.

Data Participants & Setting

This Analyses takes the data of the utterances from both candidate which also as the participant. The writer focus on the last issue that is "Economy Issue", and fortunately the writer found that in this issue there are data which shows that the questioning act as an instrument to threat the interlocutor face, total questioning acts is 7 data which stated by both of candidate in the Economy Issue Motion. Moreover, the setting of debate activity takes a place in Health Education Campus of Case Western Reserve University and the Cleveland Clinic

Data Analysis

There are some steps accomplished to conduct the analysis. First, the researcher analyses and identifies the meaning of Trump's and Biden's utterances based on the context by Yule (1996). Second, the researcher analyses the questioning act which part of directive speech act by Yule (1996), and after that, the writer analyses the face threatening act used by the candidates based on

the Brown and Levinson (1989) theory in Yule (1996).

RESULTS AND DISCUSSION

This part will explain about how Trump and Biden threaten each other's face through questioning act in the debate activity transcript on September 2020. Both of candidate use questioning act to ensure the society about the opponent weaknesses, in addition the writer will describe the situation through contextual theory. This analysis only will take only seven data from the last motion that is *Economy Issue*. Here, the writer tries to compile the analysis.

Questioning Act as an Instrument of Face Threatening Acts

According to Yule (1996:53), in reality, mostly speakers use to get someone else to do something. Directives mean express what the speaker wants in this analysis, the speaker wants the hearer answer the question that he gives. In addition, Searle in Cicognani (2006) proposes some verbs to indicate directives. It could be in a form of commands, orders, requests and suggestions. Some of them are, direct, request, ask, urge, tell, require, demand, command, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, and pray. In addition, here the writer will explain how the bald on record exist in the questioning act utterances.

Questioning Act as Representative Acts

Representative speech acts states what the speaker believes to the case or not, statements of fact, assertions, conclusions and description. The speaker represents the world as he or she believes it is (Yule, 1996: 53). To indicate this classification, Searle also stated in Cicognani (2006) that the verbs assert, claim, clarify, affirm, state, deny, disclaim, assure, argue, rebut, inform, notify, remind, object, predict, report, retrodict, suggest, insist, conjecture, hypothesize, guess, swear, testify, admit, confess, accuse, blame, criticize, praise, complain, boast, and lament, could be imposed to figure out the meaning and the classification. Based on the

theory above, here are some utterances classified as representative.

Utterances Table 1, Datum 1

Stated by	Indication	Utterance
Joe Biden	**Affirm** (minute 11:48) Part 2	"The difference is millionaires and billionaires like him in the middle of the covid crisis have done very well. Billionaires have made another $300 billion because of his profligate tax proposal, and he only focused on the market, but you folks at home, you folks living in Scranton and Claymont and all the small town and working class towns in America, **how well are you doing?(I affirm) This guy paid a total of $750 in taxes**"

Context

This debate took place in Health Education Campus of Case Western Reserve University. Chris Wallace as the host, give the time for Biden to responds about what Trump have said "He'll close down the whole country. This guy will close down the whole country and destroy your country. Our country is coming back incredibly well, setting records as it does it. We don't need somebody to come in and say 'Let's shut it down'". The Chris Wallace continues said "All right, your two minute sir. We're now moved to you, as I said posing the question, the president says it's a V-shape recovery, you say it's K-shaped recovery. What's the difference?" after that, Biden responds the Trumps argument and end up with questioning acts. Reported from cbsnew.com, "President Trump took to the podium Sunday hours after a bombshell New York Times report alleged he only paid $750 in federal income taxes in 2017, the year he took office. Again, he claimed he cannot release his tax returns because he is under audit, although an audit does not stop him from releasing them publicly. According to the times, Mr. Trump paid no income taxes in 10 of the 15 years through 2015. In 2016, the year he was elected, he paid $750 in federal income taxes, and he paid the same amount in 2017. Data from 2018 and 2019 was not available." From the news, can be seen that Trump paid the same amount in 2 years, it may be a reason Biden said he paid the same amount that is $750 in Covid period (2019), meanwhile there is no taxes report that trump paid the taxes in 2019 and 2018. In this situation

Trump and Biden shared the same position and Trump as the US president candidate.

A.1 Representative Speech Act

The utterance "**how well are you doing? (I affirm) This guy paid a total of $750 in taxes**" is classified into representative because Biden affirm what he believes towards the taxes paid by Trump, but also here Biden used questioning act as part of representative speech act, because although the stamen in questioning act, but has meaning about what the speaker believe about the fact of taxes paid by Trump in 2019 (Covid crisis) based on the last reported of 2017 and 2018. In addition (Cicognani, 2006) stated that affirm can be a mark about what the speakers believe, and can conclude as representative speech act.

B.1 Bald on-record

Morand (2000) argues that face threatening acts occur when one of the speakers has the opportunity to threaten or harm the other person's face. The utterances that can be identify as face threatening acts are opposing, criticizing, disapproving, interrupting, forcing, borrowing, asking for information, and humiliating. The utterance "**how well are you doing? (I affirm) This guy paid a total of $750 in taxes**" is classified into bald on-record because Biden tried to threaten Biden face by criticizing his taxes payment during his period as President. In

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addition (Amalia, Citraresmana, et al, 2017, pg. 617) in Unsyiah Journal stated that 'in the bald on-record strategy, speakers do nothing to minimize threats to the speaker's self-image. Speaker make direct and clear speech act. It is known that in using this strategy, the speaker's desire to maximize the efficiency of speech acts under any circumstances is greater than the

speaker's desire to respect the speaker's self-image.

Utterances Table 2, Datum 2

Stated by	Indication	Utterance
Joe Biden	**Predict** (minute 13:25) Part 2	"Schools. **Why aren't schools open? (I Predict) because it cost a lot of money to open them safely**. They were going to give, his administration going to give the teachers and school student masks, and they decide (government/president) no, couldn't do that because it's not a national emergency."

Context

The debate still talked about the economy issue which affected by Covid-19. In Biden times to argue, he stated that why Trump force to open the business while he still choose to close the school. Moreover, he give his opinion that President did not want to open the school because consider the used of budget that will in big amount. Even there is no additional information about what Biden have said, the explanation in the next statement is clear enough to see about the reason of what Biden belief towards governmental decision to choose not open the school but open the business. Meanwhile, in Trump opinion, business must be run because each of family still needs to defend about their lives. It supported by the next statement on Trump time to argue by stated "No, people want their schools open. They don't want to be shut down. They don't want their state shut down. *They want their restaurants. I look at New York. It's so sad what's happening in New York. It's almost like a ghost town, and I'm not sure it can ever recover what they've done to New York. People want their places open. They want to get back to their lives.*" Each of statement from two candidates is objective enough to be consider as the reason whether the stated is open or shut down. In this situation, Trump and Biden still try to defend their self and both of candidates share

the same social context that is the United States President candidate.

A.2 Representative Speech Act

The utterance "**Why aren't schools open? (I Predict) because it cost a lot of money to open them safely**." is classified into representative because Biden predict the reason of government does not want to open the school meanwhile the business may open in the covid crisis. Biden delivered what he believes towards the situation through the questioning act of why are not the school open?. In addition (Cicognani, 2006) stated that predict can be identified as representative speech act.

B.2 Bald on-record

(Morand, 2000) stated that "criticizing" is part of bald on-record, because speakers do nothing to minimize threats to the speaker's self-image. The utterances above canbe analyzed as "(**I criticize you**) **Why aren't schools open? (I Predict) because it cost a lot of money to open them safely**" is classified into bald on-record because Mr. Trump tried to threaten Biden face by criticizing the rules of open hours for the business work. In addition, from the utterances,

can be seen that Biden did not doing anything g to minimize the face threatening act.

Utterances Table 3, Datum 3

Stated by	Indication	Utterance
Mr. Trump	Assure (minute 17:13) Part 2	"**But (I assure) why didn't you do it over the last 25 years**?"

Context

The debate still talking about the Trump's taxes as before. When Biden keep asking about the total amount of taxes that paid by Trump. Trump answer by state that the the taxes is about his private business and not related to the government, "

A.3 Negative Representative Speech Act

The utterances that can be identifying as negative representative are opposing, criticizing, complain, boast, and lament. The utterance "(I boast) You didn't think we should have closed our country because you thought it was terrible. You wouldn't have closed it for another two months. By my doing it early, in fact, Dr. Fauci said, "President Trump saved thousands of lives." Many of your Democrat Governors said, "President Trump did a phenomenal job." We worked with the Governor. Oh really, go take a look. The Governors said I did a phenomenal job. Most of them said that. In fact, people that would not be necessarily on my side said that, "*President Trump did a phenomenal job*" is classified into negative representative because Trump tried to represent what he believe about himself, he think already did a great work toward Covid-19 moreover he did not prepare the vaccine on time. More related information will be proving in the data next data bellow.

B.3 Dominance

Here the writer will shows how the dominance utterances appear in the 4 dialogues related to the second datum.

President Donald J. Trump: (22:07)

You didn't think we should have closed our country because you thought it was terrible. You wouldn't have closed it for another two months. By my doing it early, in fact, Dr. Fauci said, "President Trump saved thousands of lives." Many of your Democrat Governors said, "President Trump did a phenomenal job." We worked with the Governor. Oh really, go take a look. The Governors said I did a phenomenal job. Most of them said that. In fact, people that would not be necessarily on my side said that, "President Trump did a phenomenal job." We did. We got the gowns. We got the masks. We made the ventilators. You wouldn't have made ventilators. And now we're weeks away from a vaccine. We're doing therapeutics already. Fewer people are dying when they get sick. Far fewer people are dying. We've done a great job.

President Donald J. Trump: (22:54) The only thing I haven't done a good job, and that's because of the fake news, no matter what you say to them, they give you a bad press on it. It's just fake news. They give you good press, they give me bad press because that's the way it is, unfortunately. But let me just say something. I don't care. I've gotten used to it. But I'll tell you, Joe, you could never have done the job that we did. You don't have it in your blood. You could've never done that, Joe.

Vice President Joe Biden: (23:15) I know how to do the job. I know how to get the job done.

President Donald J. Trump: (23:18) Well, you didn't do very well in Swine Flu. H1-N1, you were a disaster. Your own Chief of Staff said you were a disaster.

➢ Content: directly, after the host said "this is Biden's two minutes sir" Trump did not stop talking and arguing, and continue talk about he got so many praises, he already did a right thing and right time, also he stated that Biden only bring a fake news about Trump. Identifying by how Trump referent himself, Trump dominate the debate activity.

➢ Relation: no social relation appears in this utterances and activity.

➢ Subject: both of candidates have same position as the United States President candidates.

4.2 Expressive Speech Act

Yule (1996:53) stated that this expressive is defined as what the speaker feels, like pleasure, pain, likes, dislikes, joy, or sorry. Moreover, Searle in Cicognani (2006) claims some indication of verbs of this classification. They are; apologizing, thank, condole, suspicious, congratulate, complain, lament, protest, deplore, boast, compliment, praise, welcome, and greet.

4.2.1 Utterance Table 4, Datum 4

Stated by	Indication	Utterance
Mr. Trump	deplore (minute 21:31)	"….., you don't know how many people died in China. You don't know how many people died in Russia. You don't know how many people died in India. They don't exactly give you a straight count, just so you understand. But if you look at what we've done, I closed it and you said, "He's xenophobic. He's a racist and he's xenophobic"

Context

This debate took a place in Health Education Campus of Case Western Reserve University. The activity is both of the candidates give opinion about the Covid 19 motion, and Joe Biden give respond that Trump just waited and waited, and not directly banned another to come when the virus starts spread. After that, Trump attacks Biden with statement that Biden is a xenophobic, and did not know anything towards situation and what he has done. So, Trump utters those utterances. Biden and Trump still shared the same knowledge as the politician and they are in the same position as candidates of United States' President.

A.4 Negative Expressive

The utterance "(I am deplore) *you don't know* how many people died in China. You don't know how many people died in Russia. You don't know how many people died in India. They don't exactly give you a straight count, just so you understand. But if you look at what we've done, I closed it and you said, "He's xenophobic. He's a racist and he's xenophobic" is classified into negative expressive because Trump express his deplore toward Biden's comment and his ignorance about the Covid-19 situation in abroad countries. In addition, Cicognani (2006) claims that "deplore" is part of expressive, because speakers express his feeling.

B.4 Dominance

Here the writer will shows how the dominance utterances appear in the dialogue related to the first datum.

President Donald J. Trump: (21:30)
So, if we would have listened to you.

Chris Wallace: (21:31)
Wait, wait. You have two minutes, sir.

President Donald J. Trump: (21:31)

If we would've listened to you, the country would have been left wide open, millions of people would have died, not 200,000. And one person is too much. It's China's fault. It should have never happened. They stopped it from going in, but it was China's fault. And, by the way, when you talk about numbers, *you don't know how many people died in China. You don't know how many people died in Russia. You don't know how many people died in India. They don't exactly give you a straight count, just so you understand. But if you look at what we've done, I closed it and you said, "He's xenophobic. He's a racist and he's xenophobic*," because you didn't think I should have closed our country. Wait a minute.

Chris Wallace: (22:06)
Sir, it's his two minutes.

President Donald J. Trump: (22:07)

You didn't think we should have closed our country because you thought it was terrible. You wouldn't have closed it for another two months. By my doing it early, in fact, Dr. Fauci said,

"President Trump saved thousands of lives." Many of your Democrat Governors said, "President Trump did a phenomenal job." We worked with the Governor. Oh really, go take a look. The Governors said I did a phenomenal job. Most of them said that. In fact, people that would not be necessarily on my side said that, "President Trump did a phenomenal job." We did. We got the gowns. We got the masks. We made the ventilators. You wouldn't have made ventilators. And now we're weeks away from a vaccine. We're doing therapeutics already. Fewer people are dying when they get sick. Far fewer people are dying. We've done a great job

➢ Content: Trump give opinion, about his respond towards Biden statement, but even after Trump's time finish, and it was Joe Biden's time to give a respond, Trump still take the time and referent himself. In addition, based on Van Dijk (1993), someone who like to referent himself can be called as dominant.
➢ Relation: no social rank appear from this debate activity because both of speakers are candidates
➢ Subject: both of candidates have same position as the United States President candidates.

4.2.2 Utterances Table 5, Datum 5

Stated by	Indication	Utterance
Mr. Trump	Boast (minute 03:51)	"Let me (boast by) just tell you something, Joe. If you would have had the charge of what I was put through, I had to close the greatest economy of the history of our country. And by the way, now it's being built again and it's going up fast*"*

Context

The debate still took place in the same as before, in Health education campus. The last issue in the motion of *Covid-19* is talking about the right time about vaccine; still relate to the last statement of Trump in 1st datum. Trump tried to mock Biden by telling and old story about Biden forget the name of his college, but it was not related to the issue that the host bring that is Covid-19. In

addition, in close statement Trump still boast himself and attack Biden by saying Biden will not as good as him if he is a President.

A.5 Negative Expressive

"Let me (boast by) just tell you something, Joe. If you would have had the charge of what I was put

through, *I had to close the greatest economy of the history of our country. And by the way, now it's being built again and it's going up fast*" is classified into expressive because Mr. Trump tried to boast about economy, meanwhile how Trump utter this issue shows that Trump doing shifting topic since they are in situation of talking about Covid-19 issue. In addition Cicognani (2006) stated that boasts is part of expressive speech act.

B.5 Dominance

Here the writer will shows how the dominance utterances appear in the 4 dialogues related to the last datum.

President Donald J. Trump: ([03:28])

Did you use the word smart? So you said you went to Delaware State, but you forgot the name of your college. You didn't go to Delaware State. You graduated either the lowest or almost the lowest in your class. Don't ever use the word smart with me. Don't ever use that word.

Vice President Joe Biden: ([03:44]) Oh, give me a break.

President Donald J. Trump: ([03:44]) *Because you know what? There's nothing smart about you, Joe. 47 years you've done nothing.*

Vice President Joe Biden: ([03:49]) Well, let's have this debate-

President Donald J. Trump: ([03:51])

Let me just tell you something, Joe. If you would have had the charge of what I was put through, I had to close the greatest economy of the history of our country. And by the way, now it's being built again and it's going up fast.

➢ Content: Trump tries to make Biden has a bad image, because he even forget the name of his college, and Trump make more statement, referent and boast himself since he did make the United States economy better than before. Based on Van dijk (1993) referent himself can be identified as dominant.

➢ Relation: no social relation appears in this utterances and activity.
➢ Subject: both of candidates have same position as the United States President candidates.

CONCLUSION AND SUGGESTION

The conclusion of this analysis is the data revealed that Trump usually often to use representative and expressive speech act in First Final Debate of United States Presidential Candidates especially in second motion which talked about Covid-19. Trump used to make Biden having bad image in front of the Americans' voters, and Trump often to referent himself by showing others' weaknesses and dominating the utterances along the debate runs. The data shows that there is dominance by Trump with negative representative and expressive speech acts utterances in the data.

The writers suggest that, for the readers or voters to wisely use the vote to choose the one that in same vision and mission for better state, not only about one side but consider the whole side of the candidates. Better for the readers to take make sure the information before assuming something, since the fact can be checked to avoid ambiguity and misunderstanding.

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