

**THE SPEECH ACTS USED IN ENGLISH DEBATE BY THE
ELEVENTH GRADE STUDENTS OF SMAN 2 BOJONEGORO
IN THE ACADEMIC YEAR OF 2018/2019**

SKRIPSI



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LEGITIMATION

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CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of the problem, objective of the study, significance of the study and definition of the key terms.

A. Background of the Study

The notion of speech acts starts with the assumption that the minimal unit of human communication is not a sentence or other expression but rather the performance of certain kinds of acts, such as making statements, asking question, giving orders, describing, explaining, apologizing, thanking, congratulating, etc (Searle, 2012). Characteristically, a speaker performs one or more of these acts by uttering the sentence or sentences; but the act itself is not to be confused with the sentence or other expression uttered in its performance. Such types of acts as those exemplified above are called, following Austin (2012), illocutionary acts and they are standardly contrasted in the literature with certain other types of acts such as perlocutionary acts and propositional acts. Perlocutionary acts have to do with those effects which our utterances have on hearers which go beyond the hearer's understanding of the utterance. Such acts as convincing, persuading, annoying, amusing, and frightening are all cases acts. Illocutionary acts such as stating are often directed at or done for the purpose of achieving perlocutionary effect such as convincing or persuading, but it has seemed crucial to the theorists of speech acts, unlike earlier behavioristic theorists of language, to distinguish the illocutionary act, which is a speech act proper, from the achievement of the perlocutionary effects which may or may not be achieved by specifically linguistic means.

English, in Indonesia education fields, is considered very important and is one of the initial modal to achieve global success. Hence, the government requires all schools in Indonesia to make English one of the subjects tested in national examinations at the high school level. Students must be able to master four basic language skills to achieve curriculum objectives. One of the main skills that must be mastered by students is speaking. Same as three other language skills, namely listening, writing and reading. King (2007) says that speaking is man's greatest invention. That is how we can communicate with each other. In the teaching and learning process, discussion activities are often applied by the teacher so students can be more active in speaking and free to express opinions with the topic discussed. Besides that, discussion is one way to improve speaking skills and sharpness of thinking.

One of the discussion activities that leads to an increase of reasoning skills as well as students' scientific understanding is debate. Mrs. Rini and Mr. Samadi, the English teachers in SMKN Temayang stated that debate can build a strong mindset. That is because the trained brain is always critical in arguing when the debate takes place. Debate can be interesting learning model that can train students to express and defend their logical opinions and accountable reasoning. On the other hand, the students can learn to listen to opinions that are different from other parties, so they can develop that opinion.

In conducting debate, besides use the right techniques, students also supposed to use language polite or formal language when debating. Politeness is a topic on which people have very different opinions (and “people,” in this case, includes linguistic scholars and researches). Politeness is a superficial and

dispensable adornment of human language, rather like icing on a cake (Geoffrey, 2014). Hence politeness has to be studied in terms of the relationship between language use and social behavior. Another distinction is made between the positive and the negative sides of politeness. The phrases positive politeness and negative politeness, indeed, have been very familiar in writings on politeness as they are key terms in Brown and Levinson's (2009) model of politeness. Negative politeness typically involves indirectness, hedging, and understatement, which are among the best-known and most-studied indicators of the polite use of language. Positive politeness, on the other hand, gives or assigns some positive value to the addressee. Offers, invitations, compliments, and congratulations, then are example of positive politeness. The language politeness of students in debating is very important to study because language activities do not escape human activities.

The researcher will examine the speech acts and language politeness of class XI students of SMAN 2 Bojonegoro during the debate. Because SMAN 2 Bojonegoro is one of the favorite schools in Bojonegoro district. Aside from bearing the favorite school category, this school also has good quality in terms of bearing the favorite school category, this school also has good quality in terms of English language teaching. Debate is implemented on the tenth and eleventh grade students in teaching speaking. In the tenth grade, learning a debate is like doing discussions. But in eleventh grade, the level of debate learning is increasing. The teacher began to introduce and apply the kinds of debates used in the big competition. Like Australian Parliamentary, Asian Parliamentary, and British Parliamentary. Because there is no debate material specifically in learning speaking, the debate is carried out in detail in additional hours, namely in extracurricular activities.

There are some previous studies dealing with this topic, one of them conducted by Sandiyana, Tantra, Putra entitled “The Speech Acts Used Among The eleventh Grade Students of “Usaha Perjalanan Wisata” (UPW) At SMK Negeri 5 Denpasar”. Their study was focused at the speech acts used, the style of politeness used, and the speaking errors made by the students in handling ticket reservation. While the researcher focused on the speech acts used and the style of politeness used in handling English debate by the eleventh grade students of SMAN 2 Bojonegoro.

The speech acts and the politeness of the students in the debate need to be considered in order to produce a quality debate. Because of the importance of speech acts and language politeness, the writer was intrigued to conduct research and describe them with the title "The Speech Acts Used in English Debate by the Eleventh Grade Students of SMAN 2 Bojonegoro in the Academic Year of 2018/2019”.

B. Statement of the Problems

According with the background of the study, the problems are formulated as follows.

1. What speech acts are used by the eleventh grade students of SMAN 2 Bojonegoro in handling English debate?
2. What styles of politeness are used by the eleventh grade students of SMAN 2 Bojonegoro in handling English debate?

C. Objectives of the Study

In relation to the problems above this study attempts to reach the following objectives:

1. To describe the speech acts which are used by the eleventh grade students of SMAN 2 Bojonegoro in handling English debate.
2. To describe the style of politeness which are used by the eleventh grade students of SMAN 2 Bojonegoro in handling English debate.

D. Significance of the Study

The result of the research is supposed to give benefits as follow:

1. Theoretical Benefit

This research is intended to help the students especially for understanding about speech acts and the style of politeness are used in handling English debate.

2. Practical Benefit

a. This study is expected to enrich the researcher's own understanding about the application of the theory in speech acts used and the style of politeness used in handling English debate and develop writer's skill.

b. For the readers, this thesis provides useful information as well as explanation especially for those who posses deep interest in supporting their knowledge about speech acts used. Then, this research will be beneficial for those who are interested to describe

the speech acts used in handling English debate by using the same or different approach.

E. Definition of Terms

1. Speech Act

Searle (2012) says that the notion of speech acts starts with the assumption that the minimal unit of human communication is not a sentence or other expression but rather the performance of certain kinds of acts, such as making statements, asking question, giving orders, describing, explaining, apologizing, thanking, congratulating, etc.

2. Politeness

Richard (2003) said that one thing at least is certain about polite behavior, including polite language, it has to be acquired. Politeness is not something we are born with, but something we have to learn and be socialized into, and no generation has been short of teachers and handbooks on etiquette and ‘correct behaviour’ to help us acquire polite skills.

3. Debate

According to Douglas (2008) debate is mode of investigation for the very reason that its end and method are critical. Unlike the general run of professional public persuaders-the propagandist, the ad writer, the “psychic huckster”-the debater does not seek conviction regardless of the term. He is more concerned that decision be reflective and that his method be correct than that any particular result be obtained by his appeals.

CHAPTER II

REVIEW OF RELATED LITERATURE

In analyzing this research, it needs the existence of theories to analyze the address term. This chapter contains of several theories related to this research. This research explains the theories started from speech act, the types of speech act, the style of politeness, debate, and the previous study.

A. Theoretical Review

1. Speech Act

Sebastian (2016) states that to understand how speech acts work it is necessary to look at the components an utterance consist of namely locution, illocution and perlocution.

a. Locution

Locution is the physical act of speaking. It means that the speaker composes a sentence in a specific context. The locution thereby is the grammatical structure of the utterance.

The following examples show the different grammatical forms that an utterance can have :

- 1) Declarative: “you are generous.”
- 2) Closed-interrogative: “are you generous?”
- 3) Open-interrogative: “who is generous?”
- 4) Imperative: “be generous!”

- 5) Exclamative: “how generous you are!”(Huddless and Pulum, 2002: 853)

b. Illocution

When making an utterance the speaker always has an intention behind it. The speaker makes an utterance to make either a statement about the world, to apologize or to explain something. This intended meaning behind the utterance is called illocutionary force and is internal to the locutionary act. The same location can have different possible meaning depending on the context (Sebastian,2016). By looking at the example “it is cold here!”. The declarative can be stated either to make a statement about the current temperature but also to make the hearer do an action such as closing the window.

Because speakers express and communicate their thought in the very performance of illocutionary acts, speech acts theory contributes to the theory of linguistic universals in formulating the necessary and universal laws governing the successful performance and satisfaction of all kinds of illocutionary acts in language use and comprehension. Daniel and Kubo (2002) state that Illocutionary acts such as assertion, questions, refusals and offers which are performed at a single moment of utterance by way of uttering sentences in appropriate contexts are first level illocutionary acts. The five illocutionary points of language use are:

- 1) Assertive points which consists in representing how things are in the world.

- 2) Commissive point which consists in trying to get the hearer to do something.
- 3) Declaratory point which consists in doing by something by way of representing oneself as doing it.
- 4) Expressive point which consists in expressing attitudes.

c. Perlocution

An utterance may have an intended or unintended effect on the addressee. The addressee may feel insulted, persuaded, convinced, enlightened and so on. This is called the perlocutionary act. The speaker may intend his or her utterance to have a specific effect on the hearer but the realization of a specific perlocutionary act depends on whether the addressee is actually persuaded, convinced or enlightened.

2. The Types of Speech Act

The types of speech acts are direct and indirect speech act. Those are used in linguistic descriptions as if they were self-explanatory. In fact, however, they are applied to totally different phenomena, which are shaped by totally different values.

a. Direct speech Act.

According to George (2010) when an interrogative structure such as *Did you...?*, *Are you...?*, or *Can you...?* is used with the function of a question, it is described as a direct speech act. For example, when we do not know something and we ask someone to provide the information, we usually produce a direct speech act such as *Can you ride a bicycle?*. And

the utterance *You left the door open* has a declarative structure and, as a direct speech act, would be used to make statement. However, if you say this to someone who has just come in (and it is really cold outside), you would probably want that person to close the door. You are not using the imperative structure. You are using the declarative structure to make request. But It is an example of an indirect speech act.

b. Indirect speech act

The utterance with *Can you pass the salt?*. In this example, we are not really asking a question about someone`s ability. In fact, we do not normally use this structure as a question at all. We normally use it to make a request. That is, we are using a syntactic structure associated with the function of a question, but in this case, with the function of a request. This an example of an indirect speech act. Whenever one of the structure in the set above is used to perform a function other than the one listed beside it on the same line, the result is an indirect speech act (George, 2010)

It is possible to have strange effects if one person fails to recognize another person`s indirect speech act. Consider the following scene. A visitor to a city, carrying his luggage, looking lost, stops a passer-by.

Visitor : Excuse me. Do you know where the Ambassador Hotel is?

Passer-By : Oh sure, I know where it is. (and walks away)

In this scene, the visitor uses a form normally associated with a question (*Do you know...?*), and the passer-by answer that question literally (*I know...*). That is, the passer-by is acting as if the utterance was

a direct speech act instead of an indirect speech act used as a request for directions (George, 2010).

The main reason we use indirect speech acts seems to be that actions such as requests, presented in an indirect way (*Could you open the door for me?*), are generally considered to be more gentle or more polite in our society than direct speech acts (*Open that door for me!*). Exactly why they are considered to be more polite is based on some complex social assumptions.

3. Politeness

Richard (2003) said that one thing at least is certain about polite behavior, including polite language, it has to be acquired. Politeness is not something we are born with, but something we have to learn and be socialized into, and no generation has been short of teachers and handbooks on etiquette and ‘correct behaviour’ to help us acquire polite skills. So, given the everyday nature of politeness, it might seem surprising to learn not only that it occupies a central place in the social study of language, but also that it has been subject of intensive debate in linguistic pragmatic, sociolinguistics and, to a lesser extent, social theory for several years now. In debate, the term “politeness” means something rather different from our everyday understanding of it and focuses almost uniquely on polite language in the study of verbal interaction.

According to Annet (2005), politeness strategies are learned when your mother tells you to thank someone who has, for example, given you a present for your fifth birthday. It seems to be very important to stick to these conventions, which have developed since human being exists. Brown and Levinson (1987)

found out that politeness can be divided into positive and negative politeness and both forms of politeness are distinguished by negative and positive face. While the positive face describes every member's wish to be desired by at least some others, negative politeness differentiate in the want of every competent adult member.

There are six maxims dealing with polite behavior according to Leech, they are tact maxim, approbation maxim, generosity maxim, modesty maxim, agreement maxim, and sympathy maxim. (Leech, 1983 in Sandyana, 2014).

a. The Tact Maxim

The tact maxim states: minimize the expression of beliefs which imply cost to other; maximize the expression of beliefs which imply benefit to other.

b. The Modesty Maxim

The modesty maxim states: minimize the expression of praise of self; maximize the expression of dispraise of self.

c. The Agreement Maxim

The agreement maxim runs as follows: minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other. As with all the other maxims, the usual caveats apply concerning the need to take account of the relationship between speaker and hearer and of the nature of the interaction in which they are involved (Jenny, 2014).

d. The Generosity Maxim

The generosity maxim, on the other hand, is speaker-oriented. It is formulated as follows. Minimize benefit to self, maximize cost to self. In

some instances, both the tact and generosity maxims are relevant, such as in the offer, “I’ll make you a cup of tea.” Here the benefit to the hearer is maximized (tact maxim, and the cost to self also maximized (generosity maxim)).

e. The Approbation Maxim

The approbation maxim states: minimize dispraise of other; maximize praise of other. An unflattering subtitle for the approbation maxim would be the flattery maxim but the term flattery is generally reserved for insincere approbation.

f. The Sympathy maxims

The sympathy maxim states: minimize antipathy and maximize sympathy between self and other (Jean, 2002).

4. Debate

Debate is justified as a learning tool, not merely as a means by which adolescent enjoy themselves. In a society concerned about the perceived failures of its educational institutions, high school debate is a voluntary activity in which some students—a small and highly select group—choose to engage in research, practice socially valued skills, and demonstrate these abilities in public setting. Debate is one of program through which an often shaky institution encourages adolescent to acquire culturally valued skills. High school debate potentially could produce curricular reform based on “teaching and conflicts”: learning how to discuss contentious social issues can permit students to engage and confront moral ideals.

High school debate teams are highly selective-sometimes self-selected, but often with the assistance of coaches, teachers, and principals who recruit their most energetic, brightest, and most articulate students. Debate helps to reproduce the class system. Most debaters although not all are high achievers. In general, debaters are young men and women from affluent homes in which education is valued and in which ideas are discussed. Many of these students have succeeded in school and have established, prior to their immersion in the world of debate, a record of achievement. High school debate magnifies these successes, providing an enriched atmosphere in which students expand their educational horizons. The competitiveness of debate motivates this achievement drive, particularly among those students who have already succeeded in academic competitions (Gary, 2001).

Within the social world of high school, status systems develop. Debate is an activity in which individuals are stereotyped by others. High schools contain distinct status systems, and individual schools differ in the prestige accorded different activities. In some schools debate is central to the status system-a high status pursuit-whereas at other high schools, debate is a low-status, stigmatized activity, left to social outsiders. According to Gary (2001), debate involves oral presentation, and this orality, while highly stylized, is central to the doing of the debate. Adolescents must learn again how to talk. Yet, as noted, this talk has different standard from those that make effective oral communication. In preparation for debate tournament, instructors teach students skills of oral presentation, although in the debate itself, these rules are transformed in the guise of presenting as much information as possible.

However, talk does not fully constitute debate. Ultimately, the justification for debate is that adolescents learn how to create arguments with underlying logical presuppositions. While the rules in practice are both similar to and different from formal rules of argumentation as presented by rhetoricians and logicians, the rules of arguments as ideal types legitimate the practical doing of argumentation. Further, debate is argumentative talk that uses evidence must be determined. Within a policy debate round there are eight turns at talk, plus three minutes cross-examinations that occur after the first four speeches. The debate that Gary observed in 1989-1990, before rebuttals were lengthened to five minutes, were structured:

- a. First affirmative constructive (8 minutes)
- b. Cross-Examination of the First Affirmative by the Second Negative (3 minutes)
- c. First Negative Constructive (8 minutes)
- d. Cross-Examination of the First Negative by the First Affirmative (3 minutes)
- e. Second Affirmative Constructive (8 minutes)
- f. Cross-Examination of the Second Affirmative by the First Negative (3 minutes)
- g. Second Negative Constructive (8 minutes)
- h. Cross-Examination of the second Negative by the Second Affirmative (3 minutes)
- i. First Negative Rebuttal (4 minutes)
- j. First Affirmative Rebuttal (4 minute)

k. Second Negative Rebuttal (4 minutes)

l. Second Affirmative Rebuttal (4 minute)

A debate reflects an hour of talk. However, a critical difference exists between the first speech in a debate round (the first affirmative) and those that come later. The first affirmative is a “canned” address, which some speakers memorize. The later turns of talk are locally constructed, reacting to what has been said previously. While debaters often use fully or partially canned responses to particular issues (what they label briefs, following legal jargon), the whole of the discourse constitutes a “spontaneous” response. In a given round a team of two debaters is assigned either to the affirmative or the negative side of a topic.

The affirmative team has the responsibility of making a positive argument: a case, they must present a plan that achieves the end for which the debate resolution calls. In that the negative team was unaware at the outset of the round of the details of the case that the affirmative would make. This ability to create an affirmative plan and then back it up contributes to instrumental attitude change. While our legal system finds a negative argument sufficient in the establishment of a reasonable doubt, in most domains action depends on a plan (Gary, 2001).

According to John and Kate (2002), A standard American competitive format for a parliamentary debate includes two debate teams, one on each side of a motion. Each team has two people. One team supports a motion for debate (the motion is also known as the topic, proposition or resolution). The team supporting the motion is known as the proposition team. (In the USA and some other countries, the proposition team is also known as the government). The proposition

team has the burden to prove that the motion for debate is more probably true than false. In other word, the proposition team must convincingly demonstrate that it has successfully supported the motion.

The other team in the debate is known as the opposition, (they are not ever known as the anti-government, rebel alliance, revolutionary front or the oxymoronic Anarchists United). The opposition team argues against the proposition's support for the motion. For each debate, a motion is announced and the teams are given a period of time to prepare the debate. The typical preparation time period is fifteen minutes, although there are variations. The debate begins after preparation time has ended. There are six speeches in the debate. The first four speeches, known as constructive speeches, form the foundation of debate. The proposition and opposition constructive speeches establish the core arguments for each team's side of the motion. The two speeches are rebuttal speeches, with each side getting one speech to summarize. Each rebuttal speaker uses her speech to identify the salient issue for her team and propose the reasons why her team has convincingly won the debate.

The debate proceeds as follows:

- | | |
|---|-----------|
| a. First proposition constructive speech | 7 minutes |
| b. First opposition constructive speech | 8 minute |
| c. Second proposition constructive speech | 8 minutes |
| d. Second opposition constructive speech | 8 minutes |
| e. Opposition rebuttal | 4 minutes |
| f. Proposition rebuttal | 5 minutes |

The speeches are also known by the following titles and abbreviations:

- | | |
|---------------------------------|-------|
| a. Prime Minister Constructive | (PMC) |
| b. Lead Opposition Constructive | (LOC) |
| c. Member of Government | (MG) |
| d. Member of Opposition | (MO) |
| e. Lead Opposition Rebuttal | (LOR) |
| f. Prime Minister Rebuttal | (PMR) |

The speakers for the proposition open and close the debate. The opening speaker for each side presents two speeches in the debate-the opening constructive speech and the rebuttal speech. The second person on each side delivers a single speech-the member speech for her team. There is no preparation time for speakers during the debate. Each speaker, in appropriate turn, immediately follows the previous speaker. There is a judge for each debate. In many debates, particularly those directly determining the outcome of a tournament, there are panels of judges, typically three or five judges per panel, with individual deliberation and a majority decision to decide a contest. And each round of tournament debating has a different topics; the motion for debate is announced just before the debate begins.

B. Review of Related Studies

In this research, the researcher has learned some studies from the other topic in other researcher as follows.

- a. The first previous study of the research conducted by Nabilah Fairuz Al-Bantany (English Language and Literature Program) titled The Use of

Commissive Speech Acts and Its Politeness Implication: A Case of Banten Gubernatorial Candidate Debate. She found that commissive speech acts were mostly realized through guarantee (53.7%), followed by promise (38.9%), and refusal (7.4%). Her result and the discussions are focused at the use of commissive speech acts in the Banten gubernatorial candidate debate and the realization of politeness in the use of the speech acts. While the researcher focused on the speech acts used and the style of politeness used in handling English debate by the eleventh grade students of SMAN 2 Bojonegoro.

- b. The second previous study of this research comes from I G. Sandyana, D. K. Tantra, I N. Adi Jaya Putra (*English Education Department, Postgraduate Program Ganesha University of Education Singaraja, Indonesia*) entitled *The Speech Acts Used Among The eleventh Grade Students of “Usaha PerjalananWisata” (UPW) At SMK Negeri 5 Denpasar*. The result of the researcher showed that the speech acts that were used the most by the students were expressive speech acts 37%, followed by assertive 34%, directive 18%, and commissive 11%. The politeness styles showed that 91% speech acts were categorized as polite and there were 9% speech acts were categorized as less polite/impolite. The maxims that the students used were tact, generosity, approbation, and modesty. The errors in speaking that the students made were in grammar 25%, content 21%, pronunciation 20% and diction 6%. Her result and the discussions are focused at the speech

acts used, the style of politeness used, and the speaking errors made by the students in handling ticket reservation. While the researcher focused on the speech acts used and the style of politeness used in handling English debate by the eleventh grade students of SMAN 2 Bojonegoro.

- c. The third previous study is conducted from Dewi Rosaria Indah (*Universitas Katolik Widya Mandala Surabaya*) entitled *Pragmatic Features in the Speaking Sections of Bahasa Inggris Untuk SMA/MA Kelas XI Semester 1*. The result of the study found first that there were all 8 language functions that were under transactional and interpersonal functions as demanded by the Curriculum 2006 but they were not presented in sequence as what the Curriculum 2006 demanded. Second, that all the four pragmatic features: context, the cooperative principles, and speech acts and politeness were found in the speaking sections and yet two characteristics in Speech Acts were not found. 5 items in Speech Acts and Politeness were not found as well. The arrangement of the four pragmatic features were provided moderately and mostly implied while they should be provided explicitly. Her result and the discussions are focused at the language function is taught and the language function is delivered as reflected by the four pragmatic features in the speaking sections in the course book under study. While the researcher focused on the speech acts used and the style of politeness used in handling English debate by the eleventh grade students of SMAN 2 Bojonegoro.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the method that used in the research which includes: research design, data and data source, research instrument, technique of collecting data, technique of analyzing data, and data validation. It will be discussed as follows.

A. Research Method

This research is a qualitative research. Sugiyono (2010) states that qualitative research methods are research methods that are used to examine the condition of natural objects and the results of research emphasize the meaning rather than generalization. Researcher uses this type of research because they want to describe a phenomenon in accordance with the actual situation it in the form of words using the scientific method.

This research used ethnography research design. According to Ary (2010) ethnography research is an in-depth study of natural behavior in a culture or all social groups. Whereas according to Cresswell (2013) ethnographic method is procedural research to describe, analyze, and interpret element of a cultural group such as pattern of behavior, beliefs, and languages that develop from time to time. The focus of this research is culture.

In this study, the researcher intends to describe, and analyze the speech acts used and style of politeness in English debate of eleventh grade students of SMAN 2 Bojonegoro.

B. Research Site and Participants of the Study

1. Place of the research

The research took place in SMAN 2 Bojonegoro. SMAN 2 BOJONEGORO is one of the state schools located on HOS Cokroaminoto street no 9, which began operations in 1977. The development of the world of education in Indonesia began to influence the education system in Bojonegoro. One of the high-interest schools with enrollment is SMAN 2 Bojonegoro, where the school also participates in the process of admitting high school level students with online methods, or commonly called PPDB online. SMADA - once the popular name of this school is one of the favorite schools in Bojonegoro district. This is evidenced by the number of applicants reaching 453 prospective high school students starting from the Bojonegoro district to the outside of the Bojonegoro district.

Even SMAN 2 BOJONEGORO is being one of the schools that has implemented a new curriculum in Bojonegoro, namely 2013 Curriculum. In the 2013 curriculum, the term specialization is known or previously we are familiar with the term majors. In this 2013 curriculum, Bojonegoro 2 High School opens 2 specialization programs, namely Mathematics of Natural Sciences (MIA) and Social Sciences (IIS).

The specialization program is determined from the beginning of entering class X using the Academic Potential Test (TPA). The purpose of the Academic Potential Test is to explore the interests and talents of students. So that it is expected that knowing the interests and talents of

students can determine the specialization program according to the talents and interests of each student.

2. Time of the research

The time of research is during English debate lesson in eleventh grade is ongoing. Researcher conducted two observations in two meeting. The observation conducted in February until March 2019. The research conducted once in first meeting in teaching learning process of extracurricular class on February 11th 2019. And the second observation conducted on February 21th 2019 at extracurricular class.

3. Subject and Object of the Research

The subjects of the research were eleventh grade students of SMAN 2 Bojonegoro in academic year 2017/2018. Meanwhile, the object of the research was student's utterance.

C. Source of Data

1. Data of the research

Data means the materials which are used by the researcher. According to Lofland(Moleong, 2004) that the main data source in qualitative research is words and actions, the rest is additional data such as documents and others. The data of this research is video recording of simulating debate in the classroom. The researcher obtained the data from the simulating debate in producing speech act by the eleventh grade students (science and social class) in English debate learning in SMAN 2 Bojonegoro.

2. Data sources

The data source of this research has taken from the eleventh grade students of SMAN 2 Bojonegoro in academic year 2017/2018. In addition, Source of the data of this research from English teacher was the transcript of utterances students on English debate lesson to compare the sentence and the dialogues in English debate lesson. In addition, the data sources also taken from books that related with the theory.

D. Technique of Collecting the Data

The researcher used in this study was note-taking technique. In note-taking technique, the researcher used recording instruments, video camera, to record the simulating English debate. The researcher noted the data in the data sheet. Because the subject of the research was classroom debating, situation of which is simulated, that condition could not be fully fulfilled. The researcher only tried to act as naturally as possible in order that she did not participate in the classroom debating. The role researcher here was only as an observer.

E. Technique of Analyzing Data

Miles (2014) states that there were three activity in qualitative data analysis. They are data reduction, data display, conclusion drawing, data validation. The steps are arranged to make the researcher easier in analyzing the data.

F. Research Instruments

Research instrument is instrument to collect the data in a study (Moleong, 2004). In this study, the research instrument was the researcher themselves who act as planners, decision data analyzer, interpreter and also the reporting the results of the research.

Another instrument used in this research were observation sheet and audio recorder. It consist of number, code, the data (utterance), the styles of politeness and also types of speech acts based on Searle's and Austin's theory (2012).

