

**AN ANALYSIS CONVERSATION GAMBITS USED
BY FOURTH SEMESTER OF ENGLISH
EDUCATION PROGRAM AT NURUL HUDA
UNIVERSITY**

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ABSTRACT

This research was carried out to determine the types and functions of gambits used by fourth semester students of English Education program. The objective of the study was to know what are the types of conversation gambits used in classroom discussion. This research used qualitative descriptive. The data of this research had been collected by way of the use of video recording. The data turned into

analyzed in three principal there were: data redaction, data display and conclusion. The end result of this research discovered there were three types of gambits uttered by fourth semester of English Education program in classroom discussion, particularly: opening gambits, linking gambits, and responding gambits, and every types of gambits have different functions. The first function of opening gambits which includes asking information, breaking in, act in order, telling the story and personal person. The second function of gambits there were give reason, illustrating your point and hesitation phrase. The last function of gambits there were right and wrong, showing interest, communication control, and accepting complete.

Keywords: *An Analysis English Conversation ,Gambits*

Introduction

English is the language used as a medium of communication and as the first internasional language used to have interaction with different people round the world. In this modern days, communication the use of English among human beings is wanted in many factors such in business, marketing, education and in our circle, many human beings also make the language as their habit to make

certain to other person with the reason about meaning it self, no longer simplest for making sure however additionally as a duty within the activity.

According to (KhooYee, and Abidin, 2014) assumed that “English has regarded to be a universal language to link people from different background around the world”. From that assumption the writer can understand that the desires of humanity who lives in this world need the other people to make a good relationship with other. One of them is has a good communication, As English is seen as a strong (CL) communicative language, an excellent communication skill in English is likewise a important factor when it comes to the criteria for activity application.

Conversation is interactive communication between two or more people. Conversation is the activity of talking (Honrby, 1985). That conversation is conversation that is carried out by

someone to another person to discuss something that is considered important or not important though. The development of conversational skills in a new language teaching and learning. (keller and wenner, 1988) state “ Gambits is word or phrase which help us to express what we are trying to say”. We use gambits to introduce a subject or topic of conversation, to link what we've got to mention to what a person has simply stated, to agree or disagree, to respond to what we've got heard. Gambits is very essential because it displays the naturalness of the speakers, the use gambits in the communicate might help the speaker's fluency.

Gambits help the conversation to head more smoothly. All through a conversation, gambits can help people the methods of how to start, continue, and additionally give up the conversation with naturally. The conversation usually have many methods to start, continue, and to give up

conversation in all of state of affairs. The reality is, maximum of students feel difficult to speak to different students and teacher in teaching and learning process in the classroom. It occurred because the students do not have perfect skill in speaking, like vocabulary, grammar, comprehension, fluency and pronouncation.

According with the writer describes in classroom discussion conducted by students of the English Education program of Nurul Huda University, especially in fourth semester students of the English Education program of Nurul Huda University portrayed some problems that the students were managing. they had problem in building the language in view that they were loss of vocabulary. it could be seen within the state of affairs when the students attempted to get concerned in discussion, they frequently took an extended pause whilst thinking the perfect words to

be uttered. except, in addition they used their mother tongue once they had been not able to discover the perfect English words. Second, the students had been not able to offer the language coherently and fluently which can be visible from the state of affairs wherein the students used to many hesitation (which incorporates: eee, emmm, aaa) however applied limited kind of linking phrases or connector. because the give up end result, their speaking sounds a long way from local like.

The usage of conversation gambits in classroom discussion appears to deliver advantages for each speakers and listeners. For the speakers, gambits can also additionally function in numerous strategies. First, the gambits function as connectors or markers that help them to prepare their utterances in a coherent terms. Secondly, the first step could be away to keep the flow of the communication smooth by using their turn

signaling. Eventually, additionally they can also pause fillers that gives speakers time to refine and reconstruct their language whilst speaking. Because of the critical characteristic of conversation gambits in classroom discussion and the troubles faced by way of the students above, the writer intends to conduct similarly research on the phenomenon of this gambits. the writer intends focuses on investigating the types of gambits often used, the functions of these gambits, and the students' reasons for using specific gambits more often than others in classroom discussion.

Hopefully, what will happen at the end of this research is to contribute to learning English language from practical illustrations of the use of the gambits obtained. Both lecturers and students can also additionally gain better knowledge about what gambits are and how important they're in oral communication. The aim of this study was To know

what are the types of conversation gambits used in classroom discussion.

Method

This chapter describes the research design, research participants, research instruments and then explains of the data collecting procedures and information about data analysis techniques. (Merriam and Tisdell, 2015) claims that “Qualitative research is essential guide to understanding, designing, conducting, and presenting a qualitative research study”. In other source, “qualitative research involves data collection procedurs that result primarily in open-ended, non-numerical data which then analyzed primarily by non-statistical methods” (Nassaji, 2015).

Consquently, qualitative method would be used in this high-level discourse analysis research as

the writer would explored gambits used by fourth semester students of English Educational program of Nurul Huda University in classroom discussion, and examine what types and functions of gambits are uttered by way of the students. The explanation of the research results would be made in a descriptive form so that readers get complete information.

This research was conducted through descriptive research. The population of this research is the fourth semester students of English Education program at Nurul Huda University. The sample taken for this research were those involved in classroom discussion. They were selected by using a sample at campus C Tanah Merah.

The data collected for the research was: The students' interplay consisted of the conversation gambits used in classroom discussion. The writer acquired those data by making direct observation on

several classroom discussion.

Handling the form of data specifically conversation data, the writer would do some steps in collecting the data. They were as follows:

According to (Nassaji, 2015), "There are three stages of observation, namely observational observation, focused observation and selected observation". In this study, at first the writer would looked information about class schedules. Then, the observation time can be determined. Observations would be carried out where the writer would come to the observation place, but is not involved in this activity. The writer would observed the teaching and learning process of speaking using the English conversation gambit during the process of learning English in the classroom. In this case, to make direct observations, researchers would also used video recorder to support observations so that the best results can be obtained optimally.

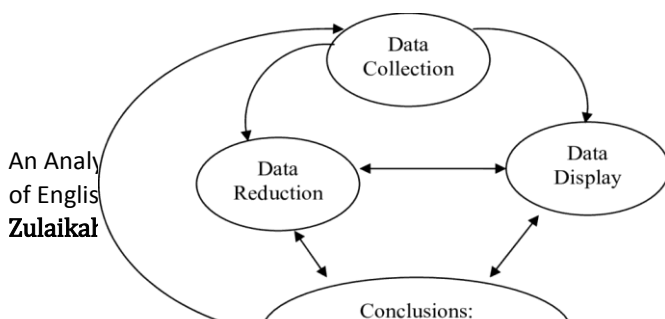
The writer would classified the types and functions of gambits that are primarily based on data taken from the observation check list. From the observation check list, it would be acknowledged what gambits are often used by the participants. Speech containing gambits is taken from transcription.

The writer would collect the data trough the process of observing and recording and then transcribing it in the form of transcription. According to Mondada “Conversation analysis have clearly define transcription as situated practice”. Moreover, transcription to show student’s conversation in English Foreign Language (EFL) class would be the instruments used in this research. In collecting the data the writer would take video recordings in the process of teaching and learning to speaking using English conversation gambits, to record discussing and analyze of gambits

that are uttered by students during discussion, so that the data results can be accurate.

“Qualitative Research was used in these types of study, particularly it is conceptual thinking and theory building that’s why the writer usually are going to conduct an inductive, constructivist ‘grounded theory’ approach” (Khan, 2014). Qualitative that discover a social or human problem.

The writer builds a complicated, holistic picture, analysis phrases or words, reviews details of informants, and conducts the study in a natural placing. But in qualitative research, data analysis is more focused during the process in the field together with data collected. Development a of data analysis model (figuratif 2) wich assists the writer by providing a visual references of to how data can be handled.



Findings

Based on writer's finding the data obtained by the writer through video recording. The findings of this study found the types and functions of Gambits uttered through students in classroom discussion. There have been three classification: Opening Gambits, Linking Gambits and Responding Gambits. Class observations were carried out in fourth semester students of English Education program of Nurul Huda University. In collecting data, writer must follow the schedule of students in class. The data were analyzed based on the emergence of the gambits in the learning process.

This research observation aims to decide the types and functions of gambits in classroom discussion. In this event the students often use English conversation gambits all through teaching and learning English in classroom. Based on the observation the writer described gambits expressions that were commonly used in discussion such as opening gambits, linking gambits, and responding gambits. The opening gambit is the first gambit used to introduce an statement or opinion to the conversation, the opening gambit became emphasised that the recipient had been given to do something inclusive asking for information, breaking in, interrupting game, supprising news, act in order, plan and counter plan, telling the story, personal opinion and act.

1. Asking for Information

Based on observation this research, one in all students uttered one of types in gambits, it was

asking information (*do you think*). In this situation the student asked any other students because they wanted to get facts or information about the statement or opinion. That is, students want extra explanation about the topic.

2. Breaking In

When discussion one of the students uttered gambits, it was breaking in (*sorry*). In this situation the students have new explanation about the topic and when the student say sorry they would solve the problem of the topic and adapt it. It mean that, he requested the information about the topic.

3. Interrupting Game

In discussion one of the students uttered gambits, it was interrupting game (*but*). Here the students want give explanation and want answer the problem in discussion. In the interrupting game it is in fact an essential skill for managing turn

talking in a conversation and here we can interrupt in communication of course there were many other reasons why we might interrupt. We don't would to wait until the other person has finished because by this time they many have said a lot things which are irrelevant in here we can interrupt more politely. This game provides a fun way to practice useful language for this purpose.

4. Supprising News

When discussion the students uttered gambits, suppressing news (*do you know what*). In this case the student ask in other students to explain more the topic it make problem in discussion clear. In this case surprised expressions are commonly related to a situation which makes us disbelieve and have interest expression.

5. Act in Order

Based on observation this research, one in all

students utters one of types in gambits, it was act in order (*then*) that student gives an explanation to other students but the students gave comments and asking about to get more information and opinions about topic. Action in order here used to describe the purpose of a topic.

6. Offering a Suggestion

Based on observation this research, one of students uttered one of types in gambits, it was offering a suggestion (*let's*) it mean the students invite the discussion will be began. In this case the students can offering a suggestion with other students to expressing opinions and come up with interesting ideas.

7. Plan and Counterplan

When discussion using opening gambits the students uttered gambits. It was plan and counterplan (*try*). It mean the students want to try

explanation about the topic. In this case the students can make plan or ideas to solve a problem in a topic.

8. Telling the Story

When discussion using opening gambits the students uttered gambits. That's telling the story (*so*). In this event, the function of gambits was give an explanation extra on the topic or make it clear till some other students understand the statement. In this case the students can telling the story about the problem and explanation again for more clearly.

9. Personal Opinion

When students discussion using opening gambits the students uttered gambits. That's personal opinion (*i think*). This case, the students wanted make it clear his statement. In this case the student can express his opinion personally to explain a topic properly.

In discussion students used the opening

gambit to introduce certain topic, then to enter the discussion students used linking gambits to explain new topic and connect ideas. Based on the observation the writer described using linking gambit it would be less difficult or easier for listeners to understand what the speaker saying.

1. Give Reason

When the students discussion one of them uttered (*because*) it was give reason. In this case students can give other reason for choosing the correct a topic and for make ideas to clear reasons in a discussion.

2. Adding Things

In discussion the students uttered gambits it was adding thing (*and another thing*) it mean the students ask to other students for give other opinion or statement in the topic. In this case the students can adding idea or opinion to add a conversation or

statement in discussion.

3. Thinking Ahead

when the students discussion one of them uttered gambits it was thinking ahead

(if). This case the the students want connect the idea to new idea. In this case the students can thinking ahead to how solve problems in a discussion properly and make think broadly, creative, and innovative.

4. Ilustring Your Point

Based on observation this research, one of students uttered *(for example)*. It can be seen while the students wanted to make an example, they are tired to giving illustrations about the topic. It might make the opinion from the students was smooth to understand. In this case the students can make example in discussion for give broad understanding.

5. We Take it For Granted

Based on observation this research, when the students discussion one of them uttered some of gambits it was we take it for granted (*but actually*). It mean the students want to link idea in the topic. In this case the students can accept of the reason to link a ideas in discussion.

6. Demanding Explanations

When discussion the students urttered some of gambits, it was demanding explanation (*i don't understand*). In this case the students' dit not understand with the topic. It mean the students want more explanation about the topic and want ask clear explanation to be resolved in the discussion.

7. Expressing Your Reservation

Based on observation this research the students uttered of gambits, it was expressing your reservations (*yes*). In this situation the students agree with the statement.

8. Hesitation Phrase

Based on observation this research, when students discussion and explained the topic but he did not understand the topic, so he make hesitation such as (*aaaa, eemm*). It mean the students did not understand and lack of vocabulary and the students don't know how step in speaking and how to start the conversation.

The last in this event the students often use English conversational Gambits to respond what the students uttered and for stating agreement or disagreement in discussion.

1. Right and Wrong

Based on observation this research, the writer finds students uttered gambits in discussion it was right and wrong (*okay*). It mean the students accepted the statement .

2. Crowd Reaction

Based on observation this research, the writer finds students uttered gambits in discussion it was crowd reaction (*i gree*). In this case the student gree for the statement.

3. Showing Interest

Based on observation, certainly one of students uttered inside the communication conversational gambits showed interest (*yeahh*). It method, gambits could be used to expose the students interest about the topic.

4. What You Really Mean

When discussion the students uttered of gambit it was what you really mean (*well*). In this case the students agree with the opinion about the topic.

5. Communication Problem

Based on observation, one of students

uttered in communication problem (*sorry*). This case the students make mistake in communication and do not understand the topic, so student try to explain in their communication.

6. Accepting a Compliment

In the last discussion the students uttered conversational gambits, it was accepting a compliment (*thank you*). It mean agree that the discussion is over.

7. The Interview

When discussion the students uttered some of gambits it was the interview (*let's we see*). In this case the students want to know about the problem from the topic.

8. Being Sympathetic

One of students uttered some of gambits it was being sympathetic (*oh no*). In this situation the

students do not understand in the topic and the other students sympathetic will to clear the topic.

9. Inkblots

When discussion one of student uttered gambit it was inkblots (*really*). It mean the students want ask about the problem is true or no.

The types of gambits uttered by the students in classroom discussion is opening gambits, linking gambits, and responding gambits, and every types have different functions. It may be seen in table 1.

Table 1. data display conversational gambits

No	Utterance	Types of Gambits			Function
		O	L	R	
1.	Do you think	√			Asking for information
2.	Sorry	√			Breaking in
3.	But	√			Interrupting game
4.	Do you know what	√			Supprising news

5.	Then	√			Act in order
6.	Let's	√			Offering suggestions
7.	Try	√			Plan and counterplan
8.	So	√			Telling the story
9.	I think	√			Personal opinion
10.	Because		√		Give reason
11.	If		√		Adding things
12.	But actually		√		Thinking ahead
13.	For example		√		Ilustring your point
14.	But actually		√		We take it for granted
15.	I don't understand		√		Demanding explanation
16.	Yes		√		Expresion reservation
17.	Eee, emmm		√		Hesitation phrase
18.	Okay			√	Right and wrong
19.	I gree			√	Crowd reactions
20.	Yeaah			√	Showing interest
21.	Well			√	What you really main
21.	Sorry			√	Communication problem
22.	Thank you			√	Accepting a compliment
23.	Let's we see			√	The interview
24.	Oh no			√	Being sympathetic
25.	Really			√	Inkblots

Discussion

Based on the research findings, the writer found three types of gambits that uttered by students in classroom discussion which includes Opening Gambits, Linking Gambits, and Responding Gambits. After which the function and types of Gambits would be explained below:

1. Opening gambits which is identified by writer in classroom discussion, the opening gambits is used to open conversation during a discussion. The opening gambits has several functions inclusive of asking information, breaking in, interrupting game, supprising news, act in order, offering suggestion, plan and counterplan, telling the story and personal opinion. With this function it makes it easier for students to start conversations in English properly and correctly.
2. The gambits explored in classroom discussion was linking gambits. Linking gambits is used to connect a communication, linking gambits has

- several function such as give reason, adding things, thinking ahead, illustrating your point, we take it for granted, demanding explanation, expressing your reservation, and hesitation phrase. With this function, students can more easily communicated well.
3. The last types of gambits that the writer found in classroom discussion was responding gambits. Responding gambits is to respond what we have heard and helping the speakers to respond other utterance. Responding gambits has several function which include right and wrong, crowd reaction, showing interest, what you really mean, communication problem, accepting a compliment, the interview, being sympathetic, and inkblots. With this function, students understand a topic better and can distinguish right and wrong, and expresses agreement or disagreement.

Conclusion

Referring to the data analysis in the previous chapter which covered research finding and discussion, the writer attracts the conclusion that the writer research in classroom discussion activities, have there types of gambits which can be discovered in classroom discussion all through the learning process, had been: opening gambits, linking gambits, and responding gambits. Every types of gambits uttered through students in classroom discussion has a different functions.

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