TEACHING LEARNING SPEAKING BY USING ENGLISH CONVERSATION GAMBITSAT THE FIRST GRADE OF SMK N 3 SEMARANG IN THE ACADEMIC YEAR OF 2019/2020 THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Education Department



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To

The Dean of

Walisongo State Islamic University

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : Teaching Learning Speaking by Using English

Convversation Gambits at the First Grade of SMK N 3

Semarang in the Academic Year of 2019/2020

Name of the Students : Alifa Zakiyya

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Department : Education

Field of the Study : English Language Teaching

I state that the thesis is ready to be submitted to Education and Teacher
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To

The Dean of

Walisongo State Islamic University

Assalamualaikum Wr. Wb.

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ABSTRACT

Title :Teaching Learning Speaking by Using

English Conversation Gambits at the First Grade of SMKN 3 Semarang in

the Academic Year of 2019/2020

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This thesis investigates teaching and learning English speaking skill to the students by using Conversation Gambits at the first grade of SMKN 3 Semarang. The objectives of this study is to describe the process of English Conversation Gambits on Teaching Speaking Skill at first grade of SMKN 3 Semarang. This study uses qualitative descriptive. The data were collected by three techniques; observation, interview, and documentation. These descriptions were analyzed based on the formulas, ways and strategies of English Conversation Gambits in teaching and learning speaking skill in students education. The result of this study can be stated as follows: Teaching and Learning Speaking by Using English Conversation Gambits at the First Grade of SMKN 3 Semarang has been conduct very well. The teaching and learning speaking process did run well because the students seem understand and interactive in according to respond when the teacher start the English Conversation Gambits during the teaching and learning process in the classroom. The teacher and students were active in communicate that used Gambits formula in order to make teaching and learning process in the classroom become more natural and smooth. Gambits give many benefits for students, for example students can increase their additional vocabulary and new expression from English Conversation Gambits Strategy. The another advantage is the students can speak the conversation fluently because the teacher always correct the students' mispronunciation directly. It's good for teacher to teach English speaking skill to students more creatively and variously by using some English Conversation Gambits that can be implemented.

Keywords: English Conversation Gambits, Gambits Strategy Signals, Strategy of Gambits, Teaching Speaking Skill

MOTTO

ِيدُّعَذَابِي إِنَّكَ فَرْتُمُّ وَلَبِنَ لَأَزِيدَنَّكُمْ شَكَرْتُمْ لَبِن رَبُّكُمْ تَأَذَّ ـ وَإِذَ ﴿ لَهُ عَذَابِي إِنَّ كُمْ تَأْفُر تُمُّ وَلَبِنَ لَأَزِيدَنَّكُمْ شَكَرْتُمْ لَبِن رَبُّكُمْ تَأَذَّ ـ وَإِذ

"And remember! your Lord caused to be declared (publicly): "If you are grateful, I will add more (favours) into you"

(QS. Ibrahim:7)

"This is life, whether you like it or not, you will not grow without pain, you will not learn without making mistakes first, and you will not succeed without experiencing failure."

(Maher Zain)

"The future belongs to those who believed in the beauty of their dreams."

(Nicolas Sparks)

DEDICATION

The final project is dedicated to:

My beloved parents (My Dad, Mr. Abdul Ronzak and My Mom, Mrs. Siti Khoiriyah) who always supported me in finishing my study, in every my way they were always pray, in every my fall they always took care of me, in every my tears, sadness and fears they always made me stronger, in every my dream they always supports, no matter what.

Mom, Dad, I do love you. Believe me, one day, I will make both of you proud. Aamiin.

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The first and foremost, I wish to take the opportunity to express my greatest gratitude to Allah Swt. the Almighty God for the blessings, grace, love, and strength leading to the completion of this final project. Shalawat and Salaam are always belong to the Prophet Muhammad Saw. may peace and salutation always be given to him. The script entitled "Teaching Learning Speaking by Using English Conversation Gambits at the First Grade of SMK N 3 Semarang in the Academic Year of 2019/2020" is submitted as a partial fulfilment of the requirements in accomplishing S-1 Degree at the Language and Education Department of Teacher Training and Education of Walisongo State Islamic University.

My deepest and sincere appreciation goes to all people who have made it possible for me to accomplish this project. I would like to express my gratitude to:

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- 8. And I also want to say thanks to myself, who always never give up when I felt hopeless either loveless. I appreciate my own self because of being *me*; that always understand and give motivation to my heart and soul. I finished this script with sad story inside. Even someone that I believe for sure had left me down and destroyed my heart, made me felt small so he was the only things on my mind, but I still had good vibes energy to continued doing this final assignment.
- 9. And the last but not least, all of my friends who always supported me, bring me up when all I feel is down. I grateful for sure because I still

have the good friends who always stay with me accompany me through the big fears and the sad problem that I've faced through, and never leave, whose name I couldn't mention one by one. Thanks for the memories, caring and kindnesses.

I realize this final project is still not perfect. For that reason, I will always look forward to any feedbacks to make this final project better. Finally, I hope this final project will give a great benefit for the readers and for the improvement of English teaching in Indonesia.

Semarang, December 1st 2019

AlifaZakiyya NIM 1503046003

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CHAPTER 1

INTRODUCTION

This chapter highlights the introduction of the thesis. To reach this goal, the chapter explores some matters including the background of the research, the reason why the researcher chooses the topic, research questions, objective of the research and researchers. This chapter describes the important subject which is the scope of the research and definition of key terms:

A. Background of Research

English is the language that is used by majority people in the world. Beside that English is also used to communicate with foreign people. So, speaking skill is the important skill that must be mastered by students. Speaking is an activity where the people reveal their idea or opinion in public or indoor. "Speaking is talking to somebody about something use voice to say something". It means that foreign language must be mastered to communicate with people from different nationality.

Speaking English in the classroom discussion for some students are not easy. In the process of discussion, students often have problems about how to speak fluently in English language with the

¹Scott Thornburry, *How to Teach Speaking* (England: Pearson Educatinal Limited, 2005), p.1.

others.²Classroom discussion offers the students a great opportunity to having such a good communicative English with interactively way by sharing ideas on certain topic. Speaking skill consists of pronunciation, grammatical, vocabulary, listening. Harris (1981) defines that speaking skill requires the simultaneous use of different abilities and speaking has five components such as pronunciation, grammar, vocabulary, fluency, and comprehension.³ In speaking, there are many components to speak fluently, right and fast. According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts.⁴

English in Indonesia as a foreign language (EFL) is not easy for students to practice. The teacher doesn't only motivate students but also uses the appropriate technique in teaching English speaking skill. In addition, Allah has explained in the Al-Qur'an surah An-Nahl verse 125:

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحُسَنَةِ وَجَدِلْهُم بِالَّتِي هِيَ أَحْسَنُ إِنَّ وَجَدِلْهُم بِالَّتِي هِيَ أَحْسَنُ إِنَّ وَجَدِلْهُم بِالَّتِي هِيَ أَحْسَنُ إِنَّ وَهُوَ أَعْلَمُ بِاللَّهُ هُتَدِينَ (١٢٥)

²Herlinda E Irene, "The Use of Conversation Gambits in English Debate Competitions.", *Thesis*, (Yogyakarta: UniversitasSanata Dharma, 2016)

³Oseno Gudu Benter, "Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya," *International Journal of Education and Practice* 6, no. 35 (2015): 55.

⁴Lai Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 5, no. 30 (2017): 35.

"Invite to the way of your lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, of your lord is most knowing of who have strayed from his way, and he is most knowing of who is (rightly) guided".⁵

Teaching speaking involves utilizing a wide variety of activities, tasks, physical conditions, supportive environment, effort, time, energy on the side of the teacher, motivational factors, and so on to be taken into consideration. While Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. In speaking activity, the people not only memorize the vocabulary but also they must be fluent in pronunciation. Besides that, the sentence that they pronounce must be right and clear. So, in the learning speaking, the teacher must be creative choose the way to make students understand about speaking.

Speaking make the students can speak to each other, helps them to understand what they hear in school, be easier for the students to get and share their ideas using English in their activity. So, by having a good speaking skill is needed to assist them getting a good

⁵Ministry of Religious Affairs, *The Holy Al-Qur'an and Translation* (Jakarta: Almahira, 2015), p.281.

⁶H Douglas Brown, *Language Assessment* (USA: Pearson Education, 2004), p.140.

⁷Eric Keller, "GAMBITS: Conversational Strategy Signals", *Journal of Pragmatics 3 North-Holland Publishing Company*, II (1979), 219–38.

achievement in English subject. There are many ways to make students having good and natural in communication, one way example is Gambits.

Gambits are one of expression formula and play an important role in producing the smooth to flow conversation with others. Gambits help the conversations to go more smoothly. During a conversation, Gambits can help people the ways of how to start, continue, and also end the conversation with naturally. The conversations always have many ways to start, continue and to end conversation in all of situation. The fact is, most of students feel difficult to speak to the other students and teacher in teaching and learning process in the classroom. It happened because the students do not have good skills in speaking, like vocabulary, grammar, comprehension, fluency and pronunctiation. In order to make the students to be more enthusiastic in practicing speaking skills, the teacher should give a lot of ways for students to practices their speaking skill. It can make the students speak English well.

In learning English, teacher should give model that sufficient. Therefore, the English Conversation Gambits is one of appropriate strategies for students that choosen by English teacher of SMKN 3 Semarang. By using this strategy, the students will be given many

⁸Desti Ariani, "Conversational Gambits Used by the English Education Program Students of Graduate Program of State University of Padang in Classroom Discussion", *ENGLISH FRANCA: Academic Journal of English Language and Education*, 2.2 (2018).

practices the conversation of Gambits expression by teacher to improving students speaking skills. Conversation Gambits helps students in strategy to face communication difficulties with another students in SMKN 3 Semarang. The teacher and students practices three kinds of Gambits that theoried from Eric Keller, such as Opening Gambits, Linking Gambits and Closing Gambits. In this strategy, both of the teacher and students must active either interactive each other to get good result day by day.

Based on the information from the English teacher of SMKN 3 Semarang, the school has got an accrediatation and some students were good in prounctiation daily activity during teaching and learning English lesson because they already learned the strategies of Gambits from the first beginner (10 grade). In the other hand, there are few students that still have problems in speaking skills. They lack of confidence to speak, because of the limited vocabulary and the expressions. As the researcher said above that the teacher of SMKN 3 Semarang can solve the problem in teaching English Speaking by using English Conversation Gambits strategy. The teacher motivates the students to speak, through the various strategies of English Conversation Gambits. In this research. The researcher would like to describe the Implementation of English Conversation Gambits strategy in teaching speaking that used in SMKN 3 Semarang.

Researcher chooses English Conversation Gambits to teach speaking skill to the first grade students of SMKN 3 Semarang because it can help students in showing the ways of how to start or to introduce

in the topic of conversation, to continue, and also to end conversation in every situation. In school, for especially in the classroom, students usually use conversation Gambits in English lesson. But the students still doesn't realize the benefitical of the conversation Gambits. That is why the researcher use Gambits to teach students speaking skill, so the result will show that the students know how to start a conversation and keeping it going and ending naturally.

SMKN 3 Semarang is one of the school that using Gambits in daily activity in the classroom discussion during teaching and learning English lesson. Gambits is the best way to increase the students' speaking and make the students naturally smoothy in their spontan communication with the other. Students of SMKN 3 used English conversation Gambits and bring the difference of their speaking skills.

Based on the explanation above, the researcher is interested to choosing "The Use of English Conversation Gambits on Teaching Speaking Skill: A Study at first grade of SMKN 3 Semarang in Academic Year 2019/2020."

B. Reason for Choosing the Topic

There are some reason for choosing the topic. Those are as follows:

 Communicating and interacting English in the classroom discussion is not easy for some students. In the process on discussion, students often have problems in pronounce the language, in producing the language coherently and also fluently,

- and in organizing interaction among participants. That's why conversation Gambits can be the best way to teach students speaking skill.
- 2. The use of conversational Gambits in classroom discussion seems to bring benefits for both speakers and listeners. For the speakers, Gambits may function in several ways. First, the Gambits are served as connectors can help them to organize their utterances in a coherent discourse. Second, those Gambits can be a strategy for maintaining the smooth flow of the communication by signalling their turn.
- 3. Gambits as the conversational signal used to organize utterance and interaction are often make easier for students to speak fluently in the classroom discussion. They refer to the words, phrases, or sentences to help the students to convey what they want to say, such as to introduce a topic of conversation, to link their idea to the previous one, or to respond a certain utterance given by another.

C. Research Question

 How is the process of teaching learning speaking by using English Conversation Gambits at the first grade of SMKN 3 Semarang?

D. Objectives of the Study

 To describe the process of teaching learning speaking by using English Conversation Gambits at the first grade of SMKN 3 Semarang.

E. Scope of the Study

This researcher observed the process of teaching speaking by using English Conversation Gambits at first grade of SMKN 3 Semarang. There are many interesting aspect to be analyzed, but the researcher only focused on teaching learning speaking by using English Conversation Gambits stategy and the strengths and the weaknesses of the implementation of English Conversation Gambits. In this research, the researcher will show the materials, media and formulas of English Conversation Gambits in teaching speaking to students and the benefit and the weaknesses in the implementation of English Conversation Gambits strategy in teaching speaking to students.

F. Significances of Study

1. Theoritically

The results of this research is expected to be a reference to improve the understanding of language issues about English Conversation Gambits strategy and give great knowledge and positive contribution to the employing English Conversation Gambits during teaching and learning English speaking to students

2. Practically

a) The English Teachers

The researcher expects that this result of the study might be useful for additional information in teaching English conversation especially in Speaking.

b) The English Students

The researcher expects that this result of the study can be useful to make the students understand and also help the students to improve their speaking skill and independent to talk with each other about the ways of beginning and ending conversation daily during teaching and learning English in the classroom.

c) The Researcher

The researcher can get large knowledge and experience about how to teach speaking using English Conversation Gambits during teaching and learning in English lesson, especially to teach students.

d) The Other Researcher

By doing this research, the researcher expects that this result can be reference to other researcher to do the new researcher in the future.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter highlights three main points (i) Previous studies of the research, (ii) Theoretical review, (iii) Conceptual framework which ideally discussed the implementation of English Conversation Gambits on Teaching Speaking Skills to students.

D. Previous Study

There are some studies have been done related to the title. They are:

1. A thesis written by Herlinda, E. Irene. (2016). entitled "The Use of Conversation Gambits in English Debate Competitions." Yogyakarta: Study of English Education Department, Universitas Sanata Dharma. The findings of this research is that learners can use several variations of conversation Gambits. Conversation Gambits are expressions used to initiate discussion, connect ideas, and respond from others. This also applies in research where debating actors use conversation Gambits to start discussions, connect ideas, and respond to the ideas of other debaters. The author makes some of conclusions based on the results of the researcher that has been carried out. First, all debators use the issue of the top of the map and linking Gambits. For responding to Gambits, only a few of the debaters used it in the debate competition. Second, the debaters use these expressions in accordance with their fun. But there is a change in function from one of the expressions of opening images. The results of this study are expected to be useful for the development of English learning, especially in developing speaking skill. The similarities in this research are on the strategies of Gambits conversation and expressions by Eric Keller. The differences are in participations, where the researcher will conduct the research in the students of first grade SMK N 3 Semarang, while the previous researcher conducted the research in the students of debate competitions and objectives of the study, where the researcher investigated about the implementation of English Conversation Gambits and the strengths and the weaknesses in the implementation of English Conversation Gambits. Conversation Gambits.

2. A thesis by Bimas Reskiawan, (2016) entitled "The Analysis of Gambits in the English Communication by Undergraduate Students in EFL Classroom." Makassar: Study of English Concentration, State University of Makassar. Conclusion of this research related to the types of Gambits spoken by the students of EFL classroom communication. The second related to the functions of Gambits spoken by the students of EFL classroom communication. There are three types of Gambits found in EFL classroom communication during the lecturing process, there are opening Gambits, linking Gambits and responding Gambits. Each

⁹ Herlinda E Irene, "The Use of Conversation Gambits in English Debate Competitions.", *Thesis*, (Yogyakarta: Universitas Sanata Dharma, 2016)

¹⁰ Eric Keller, "GAMBITS: Conversational Strategy Signals", Journal of Pragmatics 3 North-Holland Publishing Company, II (1979), 219–38.

type of the Gambits uttered by the students in EFL classroom during the lecturing process consisted of different functions. The first type, opening Gambits, functions of Gambits for asking the information, breaking in, interrupting, act in order, telling the story, the main thing, surprising the fact and expressing personal opinion. Furthermore, the forms of Gambits were uttered in two forms, namely interrogative and declarative. The second type, linking Gambits, it uttered by the students in EFL classroom communication for different functions, namely for thinking about the problem, emphasizing a point, giving the reason, thinking ahead, correcting yourself, demanding explanation, argument and counter argument, seeing the good side, illustrating the point, hesitation phrase and telling the story. The third type, responding Gambits, its also uttered for different functions such as right or wrong, crowd reaction, showing interest, communication problem and accepting a compliment. The forms of Gambits were uttered in declarative form. The similarities in this research is on the strategies used, the research is using English Conversation Gambits by Eric Keller as the teaching learning process in the classroom, and using qualitative descriptive method. Besides that, the different thing is based on the institutions, where the researcher conducted the research in the students of SMK, while the previous

- researcher conducted the research in the collage with undergraduate students.¹¹
- 3. A thesis by Diki Salman Algo, (2018) entitled "The use of English Conversation Gambits at a State Senior High School in Bandung Regency." Bandung. S2 thesis, Universitas Pendidikan Indonesia. Conclusion of this research related between the experimental and the control classes. The findings showed that the method improved students' speaking proficiency by optimizing the use of English Conversation Gambits during language focus phase in the framework. The method implementation generated the students to use the target language to accomplish the task which in turn improved their speaking proficiency. It facilitated student to experience and exploring the target language use through the task completion. Moreover, English Conversation Gambits material served to simplify and naturalize the students' language expressions. Meanwhile, from qualitative data analyses of classroom observations, questionnaire, and interviews, the study indicated that most of the students under investigation revealed positive attitudes toward the method implementation. Even though some challenges and limitations were identified, the method implementation was found beneficial in facilitating students' communicative competence of the target language in large class

¹¹ Bimas Reskiawan, "The Analysis of Gambits in the English Communication by Undergraduate Students in EFL Classroom", *Thesis*, (State University of Makassar, 2016).

with mixed-proficiency. The similarities in this research is on the method used, the research is using qualitative descriptive method, as the teaching learning process in the classroom. And the strategies that used is the Gambits from Eric Keller. The differences in this study are the researcher choose teaching speaking skill conversation during teaching and learning English class while the previous researcher choose Task Based Learning in EFL Speaking Classroom.¹²

E. Theoretical Review

This research can be included about conversation Gambits, therefore, in this chapter, it will be discussed about some things related to the title.

1. Communication

Communication is a way to express our language in many ways with others. This is an important skill that everyone must have to connect with everyone around them. Communication in the teaching and learning process encourages students to relate the concepts they learn and apply those concepts to their lives. Communication is the process of sending information and general understanding from one person to another. Communication can be

¹² Diqi Salman Alqo, "The use of English Conversation Gambits at a State Senior High School in Bandung Regency.", *Thesis*, (State University of Indonesia, 2018).

seen as an active process, influenced by all the complexity and ambiguity of human behavior.¹³

Effective communication usually results in more meaningful friendships, smoother and more useful relationships with people inside and outside of work, and increased ability to meet personal needs. Maslow suggested that "the ability to meet personal needs arises primarily from the ability to communicate." ¹⁴

From those definitions above, it can be concluded that communication is the process to share the people's expression about throught and feeling to the other people to get the information.

a. The Nature of Communication

Communication is an important part of human life and it is means of cultural transformation. Communication using languages can be conducted in two ways: orally and in a written form. In the context of language learning, it is commonly believed that to communicate in a written form (writing) is more difficult than orally (speaking). It is because in writing is more complex language skill than speaking.

¹³ Eric Keller, "GAMBITS: Conversational Strategy Signals", *Journal of Pragmatics 3 North-Holland Publishing Company*, II (1979), 219–38.

¹⁴ Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia", *International Journal of Humanities and Social Science*, 2.20 (2012), 127–34.

However, in reality, spoken and written languages are differs, and the differences do not reveal that one is easier than the other. Unlike written language involves paralinguistic features such as tamber (breathy, creaky), voice qualities, tempo, loudness, facial and bodily gestures, as well as prosodic features such as intonation, pitch, stress, rhythm and pausing. Thus, spoken language which variability and flexibility as complex as written language, meaning that each is complex in its own way. Additionally, the two means of language communication are equally important. It was speech, not writing, which serves as the natural means of communication between members of community. Both for the expression are the practical form of social behavior. Writing is a means of recording speech, in spite of its function as a medium of communication in its own right.¹⁵

There are three reasons why people communicate. First, people communicate because they want to say something. In Harmer opinion, the word "want" refers to intentional desire the speaker has in order to convey message to other people. Simply stated, people speak because they just do not want to keep silent. Second, people communicate because they have some communicative purpose. By having some communicative purpose it means that the speakers want

¹⁵ Efrizal.

something to happen as a result of what they say. For example, they may express a request if they need a help from other people or they command if they want other people to do something. Thus, two things are important in communicating: the message they wish to convey and the effect they want it to have. Finally, when people communicate, they select from their language store. The third reason is the consequence of the desire to say something (first reason) and the purpose in conducting communicative activities (second reason). As they have language storage, they will select language expressions appropriate to get messages across to other people. ¹⁶

b. The Process of Communication

Communication as a process between at least two people that begins when one person wants to communicate with another. Communication as mental images explain about a person who desires to deliver those images to another. Mental images could include ideas, thoughts, pictures, and emotions. In communication, the sender is mean that the person who wants to communicate. To transfer an image to another person, first, the sender must translate the images into symbols that receivers can understand. Symbols often are

¹⁶ Ratna Kurnia Dewi, "Improving Students Speaking Skill Through Dialogue (An Action Research Conducted at the Tenth Year Students of SMA N 1 Teras, Boyolali)", *Thesis*, (Sebelas Maret University, 2017).

words but can be pictures, sounds or sense information, for example symbol in touch or symbol in smell. The mental images of a sender have meaning for others just only through symbols. The process of translating images into symbols is called encoding. ¹⁷

2. Gambits in Communication

a. Definitions of Gambits

There are some ways to make our conversation in English sounds natural. One example is by using Gambits. A Gambit is a word or phrase which helps us to express what we are trying to say. A Gambits is either a kind of expression or routine formula as a set of signals in language. It shows what kind of words or phrases the speaker is going to say next, or to signal the social relationship between the people who are speaking. Gambit also supports the subjects of our communication that keeps the communication running smoothly and naturally. For example, we use Gambits to introduce a topic of conversation; to link what we have to say to what someone has just said; to agree or disagree; to respond to what we have heard. Another example is, we could go into a shop and ask, "How much is this?" But it is more natural and

¹⁷ Siti Maesaroh, "English Language Teaching Forum Gambits Found in the Conversations of Look Ahead 2", *English Language Teaching Forum*, 2.1 (2013), 2.

¹⁸ Maesaroh.

pleasant is we ask, "Could you tell me how much this is please?" If you have just heard that your teacher is going to get married, you could walk into the class and announce the fact, but you will have more effect if you start, "Are you sitting down? You won't believe this but our teacher is getting married." Gambits will make your English sound more natural, more confident, and will make you easier to talk to. Above all, you will not be misunderstood.¹⁹

Gambits is also defines as a certain set of signals in the conversation of speech, where it is used to introduce level shifts within the communication to prepare listeners for the next turn in the logical argument. Another function is to give the speaker time to find words for his idea and they also act as fillers in conversation.²⁰ So Gambits are also the opening that move in any situation that is designed to gain an advantages. That is why Gambits can make spoken English more natural because it can make easier for foreign language learners to continue a communication.

Gambit and routine formulas deserve attention in teaching foreign languages. The acquisition of Gambit may be beneficial for foreign language learners: A speaker who knows how to use it skillfully may find time to think about what to

¹⁹ Keller.

²⁰ Keller.

say next.²¹ It can conclude that Gambits, although as routine formulas do not convey a lot of information, they help to give the impression of greater fluency than actually exists.

Furthermore, the use of formula language signals that the speaker is a cooperative member of the conversation group. It is important that whenever Gambit is available in daily communication not only to support naturalness but also to make communication meaningful and easily understood. In addition, it is very helpful to establish expressive and smooth communication and by using Gambit.

Conversation Gambits helps students in strategy to face communication difficulties with another students. In here, we can conclude that Gambits is a word or phrase that helps the speaker to express what they are trying to say with an easy naturally ways. For example, we use Gambits to introduce a topic of conversation. There are three kinds of Gambits, such as opening Gambits, linking Gambits and closing Gambits.²² Students can learn about the conversation Gambits and each parts so they will have a good communication not only at school but also in their environment at society.

²¹ Reskiawan.

²² Javad Akbari, "Enriching Speaking Fluency through Conversational Gambits and Routines among Iranian Intermediate EFL Learners", *Internatioal Journal of Research in English Education*, 3.1 (2018), 35–43.

Some researches proves that the used of Gambits in conversation will help the speakers communication with fluency and Gambits will lead the listener or audience to be ready to listen the following sentence. Then, Gambits can also be effective way for the teachers when taught their students in the classroom. Gambits make the difference in speaking and also in addition, Gambits make the ability of the students in produce their language in spontaneous situation when interaction with the others. The most students get improvement of their communicative competence in English debate after being by taught conversation Gambits, and students have a good debate skill after being taught by conversation Gambits. When we speak, we produce stretches of utterances. A stretch of utterance usually has a head act which function is to reveal the communication purpose or the speaker's mind and to smooth the conversation. Therefore, to make students speaking flows more naturally, they need to learn Gambits and implementation it so the communication will get many variations and will not get flat.²³

b. Operational Definitions

Based on the definition above, the researcher agrees with the definitions and statements from all researchers but the researcher only take the definitions and statement are

²³ Maesaroh.

consistent with the objectives of the research. Therefore, the researcher wants to make a definition that Gambits is word or phrase or expression which help people to know how to start a communication, give comment or respond, and also how to find the conclusion in communication.

Obviously, Gambit is an expression that usually starts a conversation. Gambit forms are short or single words, phrases and clauses. In general, the Gambit function is to open a particular topic, therefore the listener becomes ready to receive information. By implementing Gambit in conversation, communication will sound more natural.

Conversation Gambits can also help the students more easily to speak and give feedback or respond between the other students when doing the conversation.²⁴ That is why teaching Gambits is available in the daily conversation in order to make the communication meaningful and easy to understand. So the knowledge of Gambits is important for students in order to communicate and make the students have a good skill in speaking. Gambits are words or phrases which help a speaker to express what she/he is trying to say. For example, Gambits are used to introduce a topic of conversation; to agree or disagree, to link what the speaker has to say to what somebody has just said, respond to what the speaker has heard.

²⁴ Keller.

c. Types of Gambits

There are some strategies that used in Gambits. Some of these strategies have an expressions that are here called Gambits. Typical examples are "The main point is", "I have something to add to that", or "What I really said is this". Such expressions serve three variety of functions, such as introducing a topic, structuring turn taking and also indicating a speaker's readiness to receive some information with other in communication.²⁵

Gambits are the strategies which have an overt and verbal representation in the form of semi-fixed expressions and are used by speakers to structure their content and their conversational procedure. Gambits can also serve one of the following 4 main functions or a combination of them, that is; (1) Semantic Introducers: Gambits can indicate the general frame of the topic which is about to be broached in the conversation. A topic can be framed for example as an opinion or a piece of unpleasant realism by saying "The way I look at it" or "Whether we like it or not". (2) Signaling the participants' social context in the conversation: Gambits can indicate for a example wish to take a turn in conversation, to end it or to get another participant to answer. Example: "That's

²⁵ Akbari.

²⁶ Keller.

pretty much it" when wishing to end a turn. (3) State of Consciousness: Gambits may signal a person's readiness to receive information, for instance by saying "Yes, I'm listening" or even simply "Yes?" They can also signal the opposite by saying "I'm not really interested in that". (4) Communication Control: Gambits sometimes share the purpose of gaining time to look for a word or a syntactic structure, hesitations such as "You know" or "You see" can serve this purpose. In addition some Gambits are used for assuring that the communication channel is open, such as "Are you with me?" or "Is that clear?" 27

According to Keller, Gambits are ritualized, idiomatic expressions which are used to establish, maintain and end a communication. Furthermore, he finds the other types of Gambits and he classifies Gambits into three categories: opening, linking and responding Gambits.²⁸ is the following:

1. Opening Gambits

This type of Gambit is used to introduce ideas to communication or even during communication. Keller, stated that Opening Gambits helps us to introduce ideas into communication. It is used to point to something that we have in our mind because the beginning of

²⁷ Amir Nikmehr, "Gambits in a New Light", *International Journal of Applied Linguistics & English Literature*, 2.4 (2013).

²⁸ Keller.

communication is usually the most difficult part for most people. This type of Gambit is needed to start communication. Opening Gambits is used not only to start communication, but also to introduce new opinions during communication or the speaker might want to add a little information. In addition, there are 23 classifications in opening Gambits (Keller). The 23 things will be explained below.²⁹

First is, **Asking for Information.** Gambits expression that may be used during teaching and learning English class.³⁰ There must be several conversation that would be spoken by the teacher and students during teaching and learning English lesson using Gambits. The Gambits' expressions for example: "Do you know?" is used when the teacher want to ask the students about new material of the day. "I'm interested in" is used when the teacher want to give some instructurs to students about the game of the day. "Could you tell me?" is used when teacher want to ask about absence of the student in the classroom of the day. "I'd like to know" is used when students want to ask about the material that he/she doesn't understand yet. "Could you find out?" is used when

²⁹ Keller.

³⁰ Keller.

teacher want to give new task to students. "Could I ask?" is used when students want to ask something about the material of the day that he/she still confused. "Do you happen to know?" is used when teacher want to ask about something that recently happen.³¹

Second is, **Breaking in.** Gambits' expressions that may be used during teaching and learning English class.³² The Gambits' expression for example: "Excuse me" is used when students want to ask permission to teacher about to speak up their opinion. "Sorry, excuse me for interrupting" is used when the teacher want to say something while the students are doing some task. "May I interrupt for a moment?" is used when teacher want to ask for students attention. "Certainly" is used when the students is trying to make teacher sure.³³

Third is, **Interrupting.**³⁴ The Gambits' expressions that may be used during teaching and learning English class, for example: "Anyway" is used when teacher <u>indicate</u> that a <u>statement explains</u> or <u>supports</u> a <u>previous</u> point.

 $^{^{31}}$ Observation in the classroom on $1^{th},\,4^{th},\,5^{th},\,6^{th},\,7^{th},\,8^{th}$ November 2019

³² Keller.

³³ Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

³⁴ Keller.

In any case" is used when students want to emphasize that the next statements is the most important thing, "to get back to what I was saving" is used when teacher want to repeat the previous explanation. "Where was I" is used when students realize that he/she didn't pay attention so get left behind. "I'd like to comment on that" is used when teacher want to notice students breaking rules. "Excuse me for interrupting" is used to when students want to ask something to teacher. "Can I add something" is used when teacher want to give additional matery of the day. "Can I add here that" when teacher want to give additional information about something. "Can I say something?" is used when students raise their hand to ask something to their teacher. "I'd like to say something if I may" is used when students want to ask teacher permission. "Can I ask a question?" is used when students want to ask teacher about matery of the day. "May I ask something?" is used when students want to ask something to teacher.³⁵

Fourth is, **Getting information on the phone.**³⁶ The Gambits expressions that may be used during teaching and learning English class: "I'm calling to find

³⁶ Keller.

 $^{^{35}}$ Observation in the classroom on $1^{th},\,4^{th},\,5^{th},\,6^{th},\,7^{th},\,8^{th}$ November 2019

out" is used when teacher give the reason why he/she calling the students. "Could you tell me" is used when teacher want to ask the students information. "I was wondering if you could tell me" is used when teacher want to know the information about something. "I wonder if you could help me" is used when students want to ask for teacher help about explanation of the subject.

Fifth is, **Action in order.** The Gambits' expressions that may be used during teaching and learning English class.³⁷ The expression of "First of all" is used when students opening to demonstrate their opinion in front of the classroom. "Then" is used when student is explain the steps of presentation. "Next" is used when student is explain the steps of presentation. "After that" is used when student telling story or something in order. "Finally" is used when teacher want to close the lesson of the day. "Make sure you" is used when teacher remains students about not to forget. "Be careful not to" is used when teacher warnings students about something. "Remember to" is used when teacher want to remaining the students about homework. "Don't forget to" is used when teacher ask students to remember the task or exam.

³⁷ Keller.

Sixth is, **Telling a story.**³⁸ The Gambits' expressions that may be used during teaching and learning English class: "To begin with" is used when students want to start their demonstration in front of the classroom. "First of all" is used when students opening to demonstrate their opinion in front of the classroom. "Then" is used when student is explain the steps of presentation. "Next" is used when student is explain the steps of presentation. "After that" is used when student telling story or something in order. "Finally" is used when teacher want to close the lesson of the day. "At the end" is used when teacher make a conclusion about the matery of the day. "Finally" is used when teacher want to close the story about something.³⁹

Seventh is, **Listing excuses.** The Gambits' expressions that may used during teaching and learning English class: "First of all" is used when teacher want to start the main material of the day. "Secondly" is used when teacher want to give next explanation about previous one. "The main reason is" is when students want to give the important reason about why something is happening. "The other reason" is used when students want

³⁸ Keller.

³⁹ Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

to explain another reason. "Another reason is" is used when teacher want to give more reason. "Beside that" is used when students want to give additional answer about their ideas

Eighth is, **The main thing.** The Gambits' expressions that may used during teaching and learning English class: "First of all" is used when teacher want to give opening of explanation of the material. "The main thing is" is used when teacher want to give the important things inside the explanation of the matery that given to students of the day. "The most important is" is used when teacher want to summary the explanation about matery of the day.

Ninth is, **The main trouble.**⁴⁰ The Gambits' expressions that may used during teaching and learning English class: "The main problem is" is used when teacher want to express the importance about problem of something that recently happen. "The problem is" is used when teacher want to share about the real issues that happening these days. "The real problem is" is used when teacher want to emphasis students about the important issues that happen. "The point is" is used when teacher

⁴⁰ Keller.

give the simple summary of the conclusion of the problems that happen.

Tenth is, **A Surprising fact.**⁴¹ The Gambits' expressions that may be used during teaching and learning English class: "Believe it or not" is used when teacher want to give news to students. "Surprisingly" is used when teacher want to surprise the students about the news that happen in school. "Normally" is used when teacher want to give explanation about something happen in usually way.

Eleventh is, **Surprising news.** The Gambits' expressions that may be used during teaching and learning English class: "Guess what!" is used when the teacher want to make the students curious about something. "Surprise!" is used when teacher want to surprised students about something.⁴²

Twelfth is, **An unpleasant thought.** The Gambits' expressions that may be used during teaching and learning English class: "Actually" is used when students want to tell the truth of something. "The only thing is" is used when teacher want to give the information about the real thought. "To tell you the truth" is used when

⁴¹ Keller.

⁴² Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

student want to tell something in honest way. "To be honest" is used when teacher want the students to speak up about the truth of something. "Frankly" is used when teacher say something in honestly.

Thirteenth is, **The hidden truth.**⁴³ The Gambits' expressions that may be used during teaching and learning English class: "Frankly, I doubt if" is used when teacher is hesitation with students explanation. "let's face it" is used when teacher want to supports the students in order to facing the task or exam. "The real question is" is used when teacher want to disprove students answer. "come on now" is used when teacher want the students to explain or admit why something happen. "Let's be realistic" is used when teacher ask students to give the explanation with real as the material.

Fourteenth is, **Changing the subject.** The Gambits' expressions that may be used during teaching and learning English class: "Bye the way" is used to make some conversation in the middle of topic. "Oh, before I forget" is used to reminds the students about something. "That's reminds me" is used to memorize something in the past. 44

⁴³ Keller.

⁴⁴ Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

Fifteenth is, **Current affairs.** The Gambits' expressions that may be used during teaching and learning English class: "I think" is used to start an opinion in recent issues that happened in the classroom. "It's my opinion" is used to give some arguments in the classroom. "I'm pretty sure" is used to make sure the clarification in the classroom. "I suppose" is used to corrected the way (I should). "I'm fairly certain" is used to make sure someone to believe in something. "I'm convinced that" is used to convincing the teacher the reason why students do some faultness. "I'm pretty sure that" is used to when students are trying to convince their teacher. "I wonder if" is used when teacher curious.

Sixteenth is, **Guessing.**⁴⁵ The Gambits' expression that may be used during teaching and learning English class: "Perhaps it's" is used to when teacher try to say something in possibilities to students. "I think it's" is used to when students try to give opinions in the classroom. "It looks like" is used to when teacher try to give some imagination to students. "It's difficult to say, but I'd guess" is used to when students want to give their

⁴⁵ Keller.

opinions to teacher. "Could it be" is used to when teacher is try to give something in possibilities. 46

Seventeenth is, **A Conviction.** The Gambits' expressions that may be used during teaching and learning English class: "I honestly feel that" is used to when students give their strong arguments. "I strongly believe that" is used to when students want to make their teacher believe about something. "I'm convinced that" is used when students want to make teacher believe to something. "Without doubt" is used to when students give the strong answer to teacher. "I'm positive" is used when teacher agreeing something in the classroom. "I'm absolutely certain that" is used to when student is certainly sure about the answer.

Eighteenth is, **Personal opinion.**⁴⁷ The Gambits' expression that may be used during teaching and learning English class: "In my opinion" is used to when students try to demonstrated their opinions. "To my mind" is used to when teacher want to explained something according to ther minds. "I personally believe" is used to when teacher want to give their strong arguments. "I personally think" is used to when teacher want to give their opinion

⁴⁶ Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

⁴⁷ Keller.

according to their own mind. "Not everyone will agree with me, but" is used to when students convinced the teacher and their friends about clarification of something.

Nineteenth is, **How something affects you.** The Gambits' expressions that may be used during teaching and learning English class: "In my opinion" is used to when students try to demonstrated their opinions. "In my case" is used to when students want to answer teacher questions with their own opinion. "From my point of view" is used to when teacher explained something from the point of view. "If I had my way" is used when teacher want to ask some permission to teacher. "I'm more concerned with is" is used when teacher give shympaty to students about something.⁴⁸

Twentieth is, **Sharing a confident.** The Gambits' expressions that may be used during teaching and learning English class: "Have you heard?" is used to when teacher want to ask students about new material. "I've heard" is used when students answer teacher questions. "Maybe I shouldn't say this, but" is used when teacher want to say the truth but unpleasant. "This shouldn't be passed around, but" is used when students feel sorry to their faultness. "Why don't you" is used when teacher want to

 $^{^{48}}$ Observation in the classroom on $1^{th},\,4^{th},\,5^{th},\,6^{th},\,7^{th},\,8^{th}$ November 2019

give advice to students. "You could always" is used to when teacher give advice to students. "Perhaps you could" is used to when teacher give some advices to students. "If I were you" is used when teacher give some instance to students.⁴⁹

Twenty One is, **Offering a suggestion.** The Gambits' expression that may be used during teaching and learning English class: "Why not" is used to when teacher give some advice to students. "Perhaps you could" is used to when teacher give some advice to students. "I have an idea" is used to when students showing their opinions. "Have you thought about" is used to when teacher ask students opinions about new material.

Twenty Two, **The Great escape.**⁵⁰ The Gambits' expressions that may be used during teaching and learning English class: "Our plan is" is used to when teacher start to reminds the students about something in schedule. "We're thinking of" is used to when teacher is arrange students to make some activities of the day. "What we have in mind is" is used to when teacher want to share opinions to students. "What we plan to do is" is used to when teacher want to give another activities of the day.

 $^{^{49}}$ Observation in the classroom on $1^{th},\,4^{th},\,5^{th},\,6^{th},\,7^{th},\,8^{th}$ November 2019

⁵⁰ Keller.

"I'll tell you what we'll do" is used when teacher want to give some task to students. "What about this for an idea" is used when teacher is offering some opinions to students ⁵¹

Tweenty Three, **Plan and counterplan.** The Gambits expressions that may be used during taching and learning English class: "How about?" is used to when students ask teacher about their opinion. "Why not?" is used to when teacher offer some options to students. "Why don't you" is used to when teacher choose one of the students to demonstrated their opinion about task or material of the day. "If I were you, I would" is used to when teacher want to make some imagery to students.⁵²

2. Linking Gambits

This type of Gambits is used to make the listeners become more prepared to the speakers next opinion, argument or view. In conversation, the speakers could not only talk about the same topic for a short time. They must move in a different direction, or give someone else a chance. Linking Gambits are used to tie what has just been said. If they wanted to link into a conversation, they need

⁵¹ Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

⁵² Keller.

this kind of Gambits. The classifications of Linking Gambits:

First is, **Think about problem.** The Gambits' expressions that may be used during teaching and learning English class: "In case like this" is used to when teacher want to give some explanation to students. "In a situation like this" is used to when teacher want to give some advice. "In this sort of situation" is used when teacher want to give some suggest in order students to solved their problems.

Second is, **Emphasizing a Point.**⁵³ The Gambits' expressions that may be used during teaching and learning English class: "That's just the point" is used when teacher pointed to students about the point of view of the material. "But the question is" is used to when teacher want to refute students opinions. "But the real question is" is used to when teacher want to disprove students opinions. "But can't you see that" is used to when teacher want to emphasize students about their opinions.⁵⁴

Third is, **Adding Things.** The Gambits' expressions that may be used during teaching and learning English class: "To start with" is used to when teacher want

⁵³ Keller.

⁵⁴ Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

to add another new material. "And another thing" is used to when teacher want to give some additional message either point note to students. "What's more" is used to students want to asking to their teacher about additional material. "Just a small point" is used to teacher want to added a little additional example to students. "Perhaps I should mention" is used to when teacher want to metions some additional example of the material. "Oh I almost forgot" is used to when teacher want to give the last explanation to students.

Fourth is, **Give a reason.**55 The Gambits' expressions that may be used during teaching and learning English class: "Also/In addition/Not only that/but/" is used when students want to give additional reasons of the answer. "And besides/And another thing" is used to when teacher want to give another example of the explanation. "Not to mention the fact that" is used to when teacher want to added the main explanation of the material. "Plus the fact that" is used to when teacher give some reason by the fact. "Because" is used to when students want to explain the reasons of why.

Fifth is, **Have you got a good reason?** The Gambits' expressions that may be used during teaching

⁵⁵ Keller.

and learning English class. The Gambits' expressions: The sentences need the starting like: "The reason why" is used when teacher give the explanation about something. "That is why" is used to when the reason is alredy explained for this reason. After that, there is the strategies to continuing: "Because of that" is used to linking the starting reason before. "That's the reason why" is used to linking the reason of the starting sentences. ⁵⁶

Sixth is, **Thinking ahead.** The Gambits expressions that may be used during teaching and learning English class. The Gambits' expressions: "If I ever" is used to when students is try to thinking something has done or not. "When" is used when linking the place or time when the story happened. "Whenever" is used to when teacher want to linking the conversation as a make students some reasons. "As soon as" is used to when teacher/ students make commitment by the time. "Unless" is used to teacher make an exception to students.

Seventh is, **Correcting yourself.**⁵⁷ The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: "What I mean is" is used when students want to correct their ideas to

⁵⁶ Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

⁵⁷ Keller.

teacher. "What I meant was" is used when teacher want to corrected their explanation in order students don't misunderstanding. "Let me put it another way" is used to when teacher want to give some additional explanation to corrected the sentence before. "What I'm saying is" is used to when students want to say again what the explanation before. "What I'm trying to say is" is used to misunderstood corrected the students "Don't misunderstand me" is used to when teacher want to make students more focus in order to understand. "If I said that. I didn't mean to" is used to when students try to say sorry about the sentences that might hurt the teacher. 'Let me rephrase what I just said" is used to when teacher want to corrected the explanation before.⁵⁸

Eighth is, **Putting the record straight.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: "That's not what I said at all" is used to put the another record and additional information to students. "I have no idea who told you that" is used to unbelievable information from the students to teacher. "Where did you get that idea from?" is used when teacher linking the students statement before. "I'm afraid that just isn't true"

 $^{^{58}}$ Observation in the classroom on $1^{th},\,4^{th},\,5^{th},\,6^{th},\,7^{th},\,8^{th}$ November 2019

is used to when teacher disagree with the information that students got from. "Look, let's get this straight" is used to when teacher want to clarify the problem of misunderstanding.

Ninth is, **Popular Mis-conception.**⁵⁹ The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Introducing the sentences: "Many people think" is used to start beginning of the opinions from the other. "Some people say" is used to start linking the sentences before by what someone was talked about. "You've probably heard" is used to when teacher want reminds students about something that they ever heard of. "It may seem" is used to when teacher want to give linking to introducing just the way eye sight of people. Linking: "But in fact/but actually/the truth of the matter is," is used to linking the fact of misconception before in order to clear it.⁶⁰

Tenth is, **We take it for granted.** The Gambits expressions that may be used during teaching and learning English class. The Gambits expression: "Many people think that" is used to when teacher give some people point of view to students. "It looks like/It seems as" is used to

⁵⁹ Keller.

 $^{^{60}}$ Observation in the classroom on $1^{th},\,4^{th},\,5^{th},\,6^{th},\,7^{th},\,8^{th}$ November 2019

give students some illustrated about something. "We take it for granted" is used to when someone take everything for a granted no matter what. "But actually" is used to when teacher tell something in real. "At first glance, it looks as if" is used to give a conclusion to something at the beginning. "But in fact in reality" is used to when teacher tell something in real.

Eleventh is, **Saying no tactfully.**⁶¹ The Gambits' expressions that may be used during teaching and learning English class. The Gambits expression: Saying no: It's not my idea of..., I can't stand..., I'm not keen on..., I'm not particularly like..., I'd rather not... A preference: I'd prefer..., I'd really much rather..., I'd rather.

Twelvth is, **Demanding Explanation.** The Gambits' expressions that may be used during teaching and learning English class.⁶² The Gambits expressions: Why is that...?, How come...?, Does this mean...?, Can you explain why...?, I don't understand why...?, Do you mean to say...?

Thirteenth is, **Expressing your reservation.** The Gambits' expression that may be used during teaching and learning English class. The Gambits expressions: Yes,

⁶¹ Keller.

 $^{^{62}}$ Observation in the classroom on $1^{th},\,4^{th},\,5^{th},\,6^{th},\,7^{th},\,8^{th}$ November 2019

but..., I doubt..., But the problem is..., Possibly, But..., I'm afraid..., Yes, but the problem is..., What I'm worried about is..., What bothers me..., I don't see how.

Fourteenth is, **Taking into consideration.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Considering..., Bearing in mind..., if you remember..., Allowing for the fact that..., When you considered that.

Fifteenth is, **Responding to a compliment.**⁶³ The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Oh, thank you very much..., that's very kind of you..., Do you really think so?

Sixteenth is, **Argument and Counter Argument.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Yes, but..., Yes, but I don't forget..., That would be great, except..., That's good idea.⁶⁴

Seventeenth is, **Seeing the good side.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: OK, but..., Anyway..., But in the long run..., Very true,

⁶³ Keller.

⁶⁴ Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

but..., To make up for it..., Even so..., Actually..., Look at this way..., On the other hand.

Eighteenth is, **Generalizing.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Generalizing: Usually..., Generally..., As a rule... Frequent: Most of the time..., Again and again..., Time and again... Less frequent: Every so often..., From time to time..., Every now and then.

Nineteenth is, **Exception.**⁶⁵ The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: There are conceptions, of course..., One exception is..., But what about...?, But don't forget..., Let's not forget.

Twentieth is, **The Generalization.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: In general..., Generally speaking..., As a rule..., By and large..., In my experience.

Twenty One is, **Illustrating your Points.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expression: For example..., For instance..., Take that way..., Take for

⁶⁵ Keller.

example..., For one thing..., To give you an idea..., Look at that way..., By the way of illustration.⁶⁶

Twenty Two is, **Hesitation Phrases.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Well..., Hmm..., Well..., Let's me see..., I'll have to think about that..., Restating: So, what you're saying..., So, what you really saying is..., In other words..., If I understand you correctly..., So you mean that.

Twenty Three is, **Finish your Story.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: So..., So in short..., So in the end..., To cut a long story..., All in all.⁶⁷

3. Responding Gambits

These Gambits are used to give respond to the other speaker. They are used to give the speakers' conversational partner some feedback about what the speaker is saying. The Gambits in this section allow the speakers to agree or disagree at different level. In this part, respond Gambits had divided into seeral classifications, there were:

⁶⁶ Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

⁶⁷ Keller.

First is, **Right or Wrong.** The Gambits expressions that may be used during teaching and learning English class.⁶⁸ The Gambits' expressions: Correct: That's correct..., Right..., OK..., Yes, exactly..., Wrong : No, I'm afraid not..., Not quite... You're close..., I don't know..., I'm not sure.

Second is, **Crowd Reaction.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Agreeing: Hear! Hear!, You're absolutely right!, You said it!, I agree! So do I!, Either can I!

Disagreeing: That's just not true!, Oh, come on!, Rubbish!, Don't give us that!

Third is, **Getting to Know Someone.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Agreeing: That's very true..., I agree with you there..., Yes, I know exactly what you mean.

Disagreeing: Yes, but don't you think..., Yes, but in the other hand.

Fourth is, **Can I Help you?** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: I'm afraid I

 $^{^{68}}$ Observation in the classroom on $1^{th},\,4^{th},\,5^{th},\,6^{th},\,7^{th},\,8^{th}$ November 2019

don't know..., I'm afraid can't decide..., I'm afraid I can't made up my mind..., I will have to think about it..., I'm not really sure..., I think I'll leave it, thank you.

Fifth is, **The Love Best**.⁶⁹ The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions:

Strong Agreement: Of course I would..., I certainy would.

Mild Agreement : I think I would, I might, I might consider it. I think so.

Indecision : I don't know, I can't decide, I can't made up my mind, I'm not sure.

Sixth is, **I haven't a Clue.** The Gambits expressions that may be used during teaching and learning English class. The Gambits' expressions: I'm afraid I don't know..., I'm sorry I don't know..., I haven't a clue..., I couldn't tell you..., I'm not sure..., Oh, it slipped my mind..., I've forgotten..., It's not good..., I can't remember.⁷⁰

Seventh is, **It Serves you Right.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: It serves you

⁶⁹ Keller.

⁷⁰ Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

right..., It's your own fault..., What did you expect?, Perhaps that I'll teach you.

Eighth is, **Being Sympathetic.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Surprised news: Oh no!, What a pity!, What a shame!, What a Nuisance!

Very sad news: How awful!, How terrible!, I'm really sorry to hear that, That must be awful!, Poor you.

Ninth is, **The Interview.**⁷¹ The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Well, Let me see..., Well, Let me think..., I'll have to think about that..., That's a good question..., How shall I put it?, Let's put this way..., The best way I can answer that is..., Hmm, that's a difficult question.

Tenth is, **Showing Interest.** The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Right, OK, Yes?, And?, Really?, And then?

Auxiliaries: Did you?, Have you?, Are you?, Were you?, Was it?, Was it?

Evelenth is, **Repetition.** The Gambits' expressions that may be used during teaching and learning

⁷¹ Keller.

English class.⁷² The Gambits' expressions: Would you mind repeating that?, Sorry, I didn't catch the last part..., Sorry, you have lost me..., Sorry, I don't follow you..., What was that again?, Are you with me?, Are you still with me?, Is that clear?, Is it OK so far?, Have you got it?, Do you understand so far?.

Twelvth is, **Communication Problems.**⁷³ The Gambits' expressions that may be used during teaching and learning English class. The Gambits' expressions: Sorry, what did you say?, Sorry, I didn't get the bit about..., I'm sorry, I can't hear you, It's very bad line..., Would you mind saying that again?, Could you repeat, your address, please?, Could you spell it, please?

Thirteenth is, **Accepting a Compliment.** The Gambits' expressions: Oh, thank you, that's very kind of you..., It's very kind of you to say that..., Do you really think so?, Thanks, I needed that. You've made my day. ⁷⁴

4. The Purpose of Gambits

In general, Gambits' purpose as introducer to certain topics, more specifically the purpose of Gambits can stated as follows (Keller)

⁷² Observation in the classroom on 1th, 4th, 5th, 6th, 7th, 8th November 2019

⁷³ Keller.

⁷⁴ Keller.

a. Semantic Introducer

As an introduction to semantics, Gambit shows a general framework of topics to be discussed in communication. In detail, a topic for example can be framed in terms of personal opinions. For example: "many people think", "in my opinion", "the real question is", and "that's my opinion". Signaling participants social context in communication Gambit signals participants context. Obviously, Gambit can be used to signify a desire to end communication. Gambit might also indicate a person's state of consciousness. Listeners, for example, can say: "Yes?" Or "Yes," "I'm listening!" And its function shows their readiness to listen to the following information.⁷⁵

b. Communication Control

The function of Gambits as a communication control may be indicated by saying: "You know", or "You see". It was used to find out whether the interlocutor understands statement being spoken. ⁷⁶

c. Purpose of Assuring

Yayang Gita and others, "Students' Gambits and Debate Structure in National University Debating Championship (NUDC) 2018 of West Java", 9.1 (2019).

⁷⁶ Gita and others.

Gambits might also be functioned to assure the listener. This could be done by saying: "are you with me?" or even saying: "is it clear?" This was important in communication since the speaker would really know the listener really understands the information that he had just stated. ⁷⁷

d. Filter or Avoiding Speech Pause

Communication was always spontaneous, people in this activity try to speak fluently and give information clearly, on the other hand when they have forgotten their idea they need to apply Gambits as filler or to avoid pause in their communication. The examples: "Well" and "Um". ⁷⁸

e. Hearer Supportive Devices

Gambits could function as hearer supportive devices which are proposed by the hearer to show his interest. The examples are: "Really!". "Oh", and "Indeed". ⁷⁹

f. Discourse Lubricant

This means that the speaker might use Gambits to maintain smooth flow of an ongoing talk. This function of Gambits applied when the speakers

⁷⁷ Gita and others.

⁷⁸ Gita and others.

⁷⁹ Gita and others.

need time to formulate his thought and react toward the other speaker's idea. The examples are: "You know", "Er", "I mean", and "The most important thing is". ⁸⁰

Gambits could either fulfil only one of these functions or combine various strategies. The marked expressions "I'd like to add something to that", for instance, would thus determine the semantic frame of subject expansion and the social cotext of turn claiming at the same time. In any situation, factors such as the appropriate degree of politeness and the size of the audience also account for the precise surface structure that Gambits take.

5. Speech Functions in Communication

When people constructed a communication, they generally make dialogue and at the semantic level they could find that there were rich and varied speech functions in their utterance such as informing, asserting, claiming, rejecting, denying, commanding, insisting, requesting, suggesting. These semantic features were realized by the grammatical system of mood, which categories include indicative and imperative. (Halliday, 1994) explain that "people call it as proposition for the information being

⁸⁰ Dewi.

exchanged but a proposal is the name for goods and service being exchanged". When people make dialogue, it means that, it is a process of exchange involving two variables speech role amd speech role and speech function in a exchange and the commodities are being exchanged.

Furthermore, Halliday (1997) points out that "When people use language to interact, one of the things they are doing is establishing relationship: between the people who is speaking now and next". According to Pearson (1975) "Speech communication involves the ability to understand and be understood". Communication gets you hired, makes your ideas more powerful, and allows you to change this world for the better. Becoming a better speaker involves learning to get your ideas across to others in an easy to understand, interesting way. 82

Communication is a natural, it is an amazing process. Communcation is similar to Bluetooth wireless technology between the speaker and the receiver of a message. If the message is passed without any interference, the receiver imagines a fairly similar red leather chair to the one that was described.

⁸¹ Puguh Karsono, "Using Pictures in Improving the Speaking Ability of the Grade Eight Students of SMP N 1 Anggana", (2018), p. 190–213.

⁸² Karsono.

6. The concept of conversation Gambits

In giving opinion, all the Gambits found are opening Gambits. This is in line with Keller's theory which classifies giving opinion into opening Gambits. Opening Gambits are placed in the front of sentences to signal that the speakers are expecting the listeners. It is because when we are giving our opinion, we are giving new ideas, new discourse in our conversation. According to Keller and Warner (1988), speech act functions of asking for an opinion can be opening Gambits or linking Gambits. Linking Gambits is found to link between the speaker's opinion and the question to the listener's opinion. ⁸³

There are Gambits in Agreeing to an opinion. All of the Gambits belong to responding Gambits. Their uses are appropriate since after we listen to other's opinion, they expect our response. They are wondering if we agree or disagree with their opinion. Agreeing means that we are responding other's opinion. Disagreeing to an opinion is found in ten clauses. Each clause contains of each Gambits of disagreeing to an opinion. Eight of the Gambits belong to responding Gambits and the other two belong Gambit. Gambits to linking of giving

⁸³ Karsono.

suggestion/advice are found more than other Gambits. All of the Gambits function to give suggestion belongs to opening Gambits. This is in line with Keller's classifications of Gambits says giving suggestion means giving new idea to solve a problem.

6.1 Gambits in EFL Classroom Communication

The reasons of the students in frequently using certain conversational Gambits in classroom discussion based on the result of the interview, students used those two Gambits more frequently than other Gambits served for the same purposes for some reasons. The first reason relates to the students' habit.

According to the students, they tend to use a certain Gambits since they are accustomed to using those Gambits in their daily communication. This reason is supported by Nikhmer (2013) who argues that some Gambits are routinized since they are used habitually by the people. The second reason is because those Gambits are considered simpler to be used. The term "simpler" in this research was annotated by the students to word by word translation of Indonesian. Since it is not time

consuming, word by word translation seems to be used by the students to compensate the limited time they have in each turn of speaking. The last reason is because in students' point of view, those two Gambits are more common used in formal or informal situation.⁸⁴ In accordance with the factors that influence the using of certain Gambits proposed by Keller (1981), this last reason implies that the students also consider the situation where the communication takes place in using certain variation of Gambits. ⁸⁵

6.2 The Advantages of English Conversation Gambits for Students

The English Conversation Gambits has many benefits to make students interested in the learning of speaking skill, beside that this method also have advantages as follows:

- 1) Lesson in the classroom focus on the correct vocabulary of the teacher by the students.
- 2) All the student actives in the class because most of them are giving respond to the teacher about

⁸⁴ Javad Akbari, "Enriching Speaking Fluency through Conversational Gambits and Routines among Iranian Intermediate EFL Learners", *Internatioal Journal of Research in English Education*, (2018), p. 35–43.

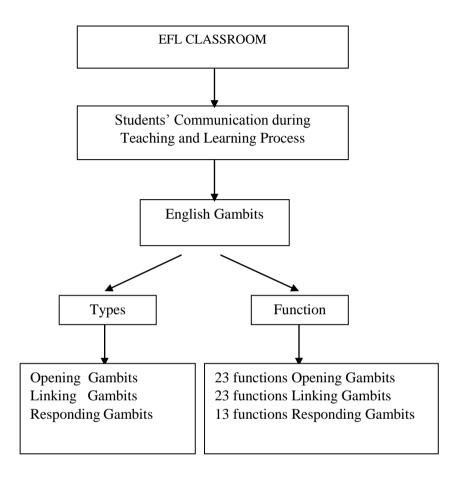
⁸⁵ Nikmehr.

- opening Gambits, Linking Gambits and Responding Gambits.
- 3) The circumstance classes are more interesting and life.
- 4) The speaking and listening skill are increased better, so the pronunciation skill and listening skill are mastered.
- 5) Language skills are learned more effectively if they are more interactive speaking.
- 6) Gambits will give the best experience to students so they will used to speak with natural ways to others and also collected many vocabulary.

F. Conceptual Framework

This framework begins with EFL classroom where the students' communication occurs in this place during teaching and learning process. The researcher observes the Gambits produce by the students. According to Keller and warner (1988) state that "there are 23 functions of opening Gambits, 23 functions of linking Gambits and 13 functions of responding Gambits". In this case, the types and functions of the Gambits will be explored based on the students' communication in the EFL classroom.⁸⁶

⁸⁶ Keller.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher would like to present the method of research. It covers with the research design, research subject, setting of the research, source of data, focus of the research, technique of data analysis, technique of data collection, research instrument, data collection technique and research procedures.

A. Research Design

Research method plays an important role in the research. Based on the problem and the objectives above, it is considered that the research design that will be suitable for applying in this research is Descriptive Qualitative Research. This is based on the purpose of the research and the nature of the problem. Qualitative research is a research approach that produces descriptive data in the form of written or oral data from the people and agents observed.⁸⁷ The form of research is descriptive research which is conducted only intended to describe the state or status of the phenomenon in certain situations. Qualitative research is more holistic and often use data collections using various sources to get deeper, including, understand participants

⁸⁷Lexy J. Moleong, *Metode Penelitian Qualitative*, (Bandung: PtRemajaRosdakarya, 2004, p.6).

individually, opinions, perspectives, and attitudes.⁸⁸ In another source, Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods.⁸⁹

Griffin (2004) claims that "Qualitative research can focus on the operational of social processes in greater depth". Creswell (2009) states that "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem". He also added that "The researcher builds a complex, holistic picture, analyze words, reports detailed views of informants, and conducts the study in a natural setting".

Therefore, qualitative method will be used in this research highlight since the researcher will explore the Gambits used by the university students in the classroom, and examine what types and function of Gambits uttered by the students. The explanation of the research results would be made in the form of descriptive so the readers will obtain complete information. The object of this study is students at first grade of SMKN 3 Semarang. One of the method that usually used in teaching speaking there is English Conversation Gambits. So, from the reason above the researcher wants to know the implementation of English Conversation Gambits in teaching speaking

⁸⁸Hossein Nasaji, Qualitatif and Descriptive research:Data Type Versus Data Analysis,(Canada,Vol.19, 2015, No.2,pp.129-132).

⁸⁹Abdurrohman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*. (Jakarta: PT. Rineka Cipta, 2006.p.97).

to the students. The data used in this study are interview, observation, and documentation then the writer will describes the strengths and weaknesses in the use of English Conversation Gambits in teaching speaking skill.

B. Sources of Data

1) Primary Source

According to Sugiyono, Primary sources are data sources that directly provide data to data collectors. In this research, a primary source will get from English teacher and students first grade of SMKN 3 Semarang.

2) Secondary Source

According to Sugiyono, Secondary data is a source that does not directly provide data to data collectors, for example through other people or through documents. In this research, a secondary source will get from the documentation, lesson plan, and some literature such as student's textbooks.

C. Participants of the Research

Morse (1991) explains that "when obtaining a purposeful sample, the researcher selects a participant according to the needs of the study".

Participants in this study were 10th grade consisting of 10 classes, but the researcher only focus on 5 classes, there were X TTL 1, X TKRO 1, X KGSP 1, X TMPO 1, and X TAV 1. Based on

observations on November 2019, researcher found that using Gambits classroom is very helpful for students in speaking skill, so it is very supportive by practiced Gambits daily activity in the classroom during teaching and learning English lesson.

D. Focus of Research

This study focuses on speaking by focusing Gambits and the constribution to students of 10th grade students at SMKN 3 Semarang related to conversation Gambits in daily activity in the classroom. This study will discuss about the implementation of practice speaking conversation Gambits supporting in students speaking skill.

E. Instrument of the research

In this research, there were several instrument will be employed to support this research. There are as follows:

a) Observation

Recording was the first step. The researcher would collect the data through observing and recording process and then transcribe them in the form of transcription. According to Mondada (2009) "Conversation analysis have clearly defined transcription as situated practice". Furthermore, transcription to prove the students' conversation in EFL class will be the instruments used in this research.

In which, in this case the researcher will come to the place of the observation, but do not get involve in the activities, the researcher will observe the teaching and learning speaking by using English Conversation Gambits during teaching and learning English in the class. In this case, to make the observation direct, the researcher will use observation checklist. By using this instrument the researcher uses specification as follows by Dewantoro:

Observation check list

No	Utterance	Types of Gambits		Functions	
		0	L	R	
	Total	23	23	13	

The researcher would classify what types and functions of Gambits occur based on the data take from the observation check list. From the observation check list will be known what Gambits are frequently used by the participants. The utterances containing Gambits are take out from the transcription.

b) Interview

According to Esterberg in Sugiyono's book entitled metode penelitian pendidikan, interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. There are three types of interview; a structured interview, semi structured interview and unstructured interview. 90The writer conducted interview to English teacher and students of first grade to get information about the implementation of English Conversation Gambits on teaching speaking skill to students. In this research, the type of interview is a structured interview because the researcher used an interview guideline and make an appointment first with the interviewee.

The researcher will interview the English teacher and the student first grade to get the data from the teacher about the strengths and the weaknesses of the implementation of English Conversation Gambits in teaching speaking skill to the students of SMKN 3 Semarang. The topics of interview can be described as follows:

Table II. Spesification of Interview Guide to English teacher

No.	Aspects	Indicator	Number	Total items
			of items	
1.	The process of	To know the		
	English	processs of the		
	Conversation	use English		

⁹⁰Sugiyono, *Metode Penelitian Pendidikan*; *Kuantitatif, Kualitatif Dan R* & *D* (Bandung: Alfabeta, 2015), p.317.

	Gambits on	Conversation	
	teaching	Gambits on	
	speaking skill to	teaching	
	students	speaking skill	
		to students	
2.	The benefits of	To know the	
	English	benefits of the	
	Conversation	use English	
	Gambits on	Conversation	
	teaching	Gambits on	
	speaking skill to	teaching	
	students	speaking skill	
		to students	

Table III. Spesification of Interview Guide to students

No.	Aspects	Indicator	
1.	The process of English	To know the process of	
	Conversation Gambits on	students speaking skills	
	teaching speaking skill to	used English Conversation	
	students	Gambits during teaching	
		speaking skill to students	
2.	The benefits of English	To know the benefits of	
	Conversation Gambits on	English Conversation	
	teaching speaking skill to	Gambits during learning	
	students	and practiced Gambits	
		during teaching and	
		learning English.	

Number of	Total
items	

The researcher will collected the data from interview about the strengths and weaknesses of English Conversation Gambits in teaching speaking to students of SMKN 3 Semarang. The researcher will analyze and makes reduction from the interview, after that make the report of the result in students speaking skill.

c) Documentation

Documentation is a note from the past activity. ⁹¹In this research, the researcher used documentation to get some documents as evidence to support the data gained especially about the implementation of English Conversation Gambits on teaching speaking skill to students. Some documents gained as follows a teacher's handbook, Eric Keller's Gambits Strategy Real Conversation Book, student's handbook, and also teaching media such as picture, sounds, recording and videos.

F. Data Collection Technique

Data collection techniques are the most important step in research because the purpose of the research is to obtain data. In qualitative research, data collection is done on natural settling, and primary data sources. According to Catherie Marshall, Gretchen B. Rosman state that "fundamental methods are relied on by researches

⁹¹Sugiyono, Metode Penelitian Pendidikan: Kuantitatif, Kualitatif dan R & D (Bandung: Alfabeta, 2015), p.329.

for gathering information, participation in settings, direct observation, in-depth interviewing, document review". Therefore, researchers will conduct observation, interviews, documentation to collect data.⁹²

G. Observing and Recording the Use of Gambits by Students in the Class

According to Spradley cited in Sugiono⁹³ there are three stages of observation, namely observation of observation, focused observation, and selected observations. In this research, at first, the researcher would find the information of the class schedule. Then, then observation time can determined. The observation would be conducted during the lecturing process. In this situation, the researcher would observe all the students' utterances. The researcher would also use the audio or video recorder to support the observation until the best outcomes can be gained optimally. The number of observation meetings would not determined. However, it would be situated by the researcher. It means that the observation meetings would be ended if the collected data have been saturated. Furthermore, the Gambits which would be produced by students, it would be classified through observation checklist.

⁹²Sugiono, Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D, (Alfabeta: Bandung, 2015), p.193

⁹³Sugiono, Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D, (Alfabeta: Bandung, 2015), p.193

1. Transcribing the utterances of the students from the lecturing process.

If data has recorded using technical media, their transcription was a fundamental stage on the way to their interpretation (Flick: 2009). Therefore, the data of utterances collected from the observation would be transcribed in the form of transcriptions. This stage was conducted to facilitate the researcher to analyze the types and functions of Gambits uttered by the students during the lecturing process in EFL classroom.

2. Interview

An interview is a formal meeting at which someone is asked questions in order to find out if they are suitable for a job or a course of study. The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. Herview is used to provide structured data with greater depth. The researcher will use this technique to ask about teacher and students perspective of English Conversation Gambits on Teaching Speaking Skills at SMKN 3 Semarang.

⁹⁴Suharsimi Arikunto, "Prosedur Penelitian Suatu Pendekatan Praktik". (Jakarta: Rineka Cipta, 1991), p.128.

⁹⁵Ummy Khoiunisya' Masyhudianti, Hanita Mashithoh, Khoirunnisa. "A Teacher's Beliefs and Practices of Using Video to Teach Speaking: A Case Study at SMA As-Salam Surakarta". VISION: Journal for Language and Foreign Language Learning. Vol.7 No.1. 2018, p.14

3. Documentation

Documentation is a technique of data collection by gathering and analyzing documents, whether written documents, pictures and electronic. ⁹⁶ To gain data about the learning speaking activity by practice conversation Gambits at SMKN 3 Semarang in this research, the researcher will use all of those tools. By doing this technique, researcher data would be comprehensive and valid.

H. Research Procedure

To get the valid data, the researcher follows the procedures of research in the following steps as follows:

- 1) The researcher chooses the English teacher and the first grades students at SMKN 3 Semarang as the participants of this research.
- The researcher comes to the class with the teacher to make observation when teaching learning process which is being conducted.
- 3) The researcher will not be involved directly in the classroom activity. In this case the researcher will only take note, analyze and make conferences about the object under the research.
- 4) The researcher will interview the teacher to know teacher's opinion, process referring to the material and the activity and the problem that is confronted by teacher.

⁹⁶ Nana Syauhid Sukma Dinata, "*Metodologi Penelitian Pendidikan*", (Bandung: PT Remaja Rosda Karya, 2004), p.221.

- 5) The researcher will take documentation such as pictures, sound, video, school archieves and name list of students.
- 6) Last, the researcher will analyze the data and makes the report.

I. Data Analysis Technique

Data analysis in qualitative research is carried out before entering the field, while in the field, and after completion in the field. But in qualitative research, data analysis is more focused during the process in the field together with data collected. The qualitative data can be done through some step. The steps are as follows:⁹⁷

a. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the things that are important so that the reduced data will give a clearer picture. So researcher will reduce data from the results of observations and interviews that have been done to focus on things that are important.

⁹⁷Sugiono, Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D, (Alfabeta: Bandung, 2015), p.207

⁹⁸Sugiono, "Metode Penelitian Pendidikan – Pendekatan Kuantitatif, Kualitatif, dan R&D", (Alfabeta: Bandung, 2016, p. 338)

b. Data Display

After the data has been reduced, the next step is to display the data. By displaying data, it will make it easier to understand what happened, plan the next work based on what has been understood. In displaying data, it can be in the form of decriptive text, graphics, network and charts.

c. Conclusion

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. Conclusions accompanied by valid and consistent evidence, conclusions found are credible conclusions. Thus the conclusions in qualitative research may answer the formulation of the problem formulated from the beginning, because the formulation of the problem in qualitative research is temporary and will develop after the researcher is in the field.

In this research, the researcher used the steps of analyzing the data based on explaination above, such as data reduction to seek the important information, group the data and select the data which are needed, data display to see what is happening and justified conclusions. It may involve summary. The last is Conclusion drawing/verification that a result of data as the researcher collected based on observation.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher describes the use of English Conversation Gambits Strategy in teaching speaking to students at first grade conducted at SMKN 3 Semarang in terms of teaching speaking process by using English Conversation Gambits Strategy.

A. Profile SMKN 3 Semarang

SMKN 3 Semarang is one of the good schools in Semarang, which is located on Atmodirono avenue number 7A, Wonodri, Semarang City. SMKN 3 Semarang was founded in 1985 that offers the concepts of proportional, conducive and transparent education. This school includes modern schools basic on technology education in the teaching and learning. There were 6 expertise competences in SMKN 3 Semarang: Teknik Kendaraan Ringan Otomotif, Teknik Manajemen Perawatan Otomotif, Teknik Audio Video, Desain Pemodelan & Informasi Bangunan, Konstruksi Gedung Sanitasi & Perawatan, and Teknik Tenaga Listrik. The school's vision is "Created the participants students who are superiored in achievements, innovative, skilled, independent, friendly and environmentally supervised." While the missions of this school are: 1. Opimizing the learning process and guidance as well as cooperation with the business world and the industrial world 2. Developing the field of science and technology based on the interests, talents, and potentials of students 3. Fostering the independence of learners through entrepreneurial habituation activities, and planned and continuous personal development 4. Instilling faith and devotion through the practice of religious teaching. 5. Increase the participation of school residents in environmental care for the school community at SMKN 3 Semarang.

There were facilities and infrastructure such as: Hall, Autocad room, Multimedia room (IT), Audio Video Engineering, Construction & Property Business, Building Modeling &Information Design Laboratory, Soccer Field, Tennis Court, BKK room, Teacher's room, Library, Security post, Administration room, Theory room, Waiting rooms, Meeting rooms, Electrical Power Installation Techniques, and Automotive Light Vehicle Engineering. For achievement, SMKN 3 Semarang often wins Champion Student Skills Competition (LKS) at Semarang City level. 99 There was a good strategy of the teaching and learning process of Speaking English in this school, namely English Conversation Gambits. The English teacher took the Gambits expression that using during teaching and learning English references from the book of Eric Keller.

B. Findings

In this research, researcher analyzed the implementation of English Conversation Gambits in teaching speaking to students. The finding will be explained below. The finding was about the process

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⁹⁹http://web.smkn3smg.sch.id/, accessed at 10.30 PM 7/11/2019

teaching and learning speaking skill by using the expression of English Conversation Gambits strategy and the strengths and the weaknesses of English Conversation Gambitsways duringteaching and learning English subject in the class to students at the first grade in SMKN 3 Semarang.

1. The Process of English Conversation Gambits on teaching speaking skills at first grade of SMKN 3 Semarang

In teaching speaking at SMKN 3 Semarang, the teacher often uses English Conversation Gambits during teaching and learning English in the classroom. Based on the observation, the expression of the Gambits usually used in the opening lesson before teaching and learning, in the middle of learning process, and the end of the English subject of the day. The researcher can concluded that English Conversation Gambits is used until this time during the teaching and learning English. Based on the observation in daily activities during English subject, theteacher had prepared the materials to the students. Then, the teacher started the class by greeting to the students. Then, the teacher checked the attendance list. After that, the teacher gave motivation to the students about study everyday. The researcher found that during the teaching and English subject, the teacher always had communication to students in daily conversation especially used Gambits expression strategy signal. The researcher found that both of teacher and students, there are balanced communication in order to start (Opening) Gambits Conversation, to connect (Linking)

Gambits Conversation and to giving information (Responding) Gambits Conversation. The teacher and students were actives and that condition created good speaking skill activities in the classroom

Next session, the teacher reviewed the last lesson and then informed the new material. The teacher used English Conversation Gambits expression during teaching and learning by discussing materials related with theme. She explained about noun phrase material and then asked students about the things in the classroom. They looked interactive each others with the Gambits expression during teaching speaking skill. After that, the teacher gave the formula of DOSASCOMN in the chapter of Noun Phrase. DOSASCOMN were Opinion, Size, Age, Shape, Color, Origin, Material, and Number. Then, she asked the students to repeat what he said. After that the teacher gave the sentence to the students and asked the students to repeat the sentence after the teacher and then repeat it together. The students looked interested understanding in teaching and learning process. Then, the teacher gave chance to the students to raise their hand if they had difficulties and the teacher corrected students' mistake directly. After that, the teacher asked one of the student to standed up in front of the class and then asked the other students to described noun phrase to student who standed up in front of the classroom. 100

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¹⁰⁰ Observation in the classroom on 1-8th November 2019.

Last session of the research, the teacher reviewed the next chapter and the new material of the class. The teacher used English Conversation Gambits expression during teaching and learning by discussing materials related with theme. She explained about active & passive voice and taught Grammar inside and then gave students example about the active and passive sentence. They looked interactive each others especially when the teacher practiced English Conversation Gambits in additional example in the sentences of active and passive voice, about giving some information and then liking the conversation from active to passive. The students looked interested and understanding in teaching and learning process. Then, the teacher gave chance to the students to asked a question if they had difficulties and the teacher corrected students' mistake directly. After that, the teacher asked three of the students to standed up in front of the class and then asked the other students to practiced the dialogue of active and passive voice to students who standed up in front of the classroom.

Then, the researcher want to describes about the Gambits expression in conversation in the classroom with the students during teaching and learning English subject. The teacher used 3 kinds of Gambits strategy, first is the Opening Gambits expression during the teaching and learning process, such as "First of all" is used when the teacher started to the new chapter of the study. "Could you tell me what thing is this?" is used when the teacher asked the students about noun with hold her bag and let the students

thought. "Excuse me, let me remark your fault today" is used when the teacher saw the students who didn't wear a tie or the shoes either socks color was break the rules. "I'd like to comment on that" is used when the teacher saw the students whose their hair were long. "Can I say something?" is used when the students didn't pay attention to the teacher. "Can I ask question about?" is used when the teacher wanted to know about who is absent today. "I'd like to ask" is used when the teacher asked the students to come on time. "I wonder if you could help me" is used when the teacher asked the students to helped her, for example to clean the whiteboard. "Be honest please," is used when the teacher asked the student to though about what was noun phrase that described on the student who standed up in front of the classroom. "Guess what!" is used when the teacher asked the students about the formula of DOSASCOMN in noun phrase. "that's the reason why" is used when the teacher linking the students question. "Make sure you" is used when the teacher linking the students opinion. "Remember to" is used when the teacher explained the formula of noun phrase. "Another reason is" is used when the teacher has another example to strength the material that teacher already explained. "The most important is" is used when the teacher convinced the students about the chapter of the day. "The real problem is" is used when the teacher knew there were some of the students who still confused with the chapter of the day. "Normally" is used when teacher gave some example in daily activities. "By the way" is used when the

teacher started to gave opinion. "Oh before I forget" is used when the teacher gave the homework for students. "I'm pretty sure that" is used when the teacher knew that the student was lying. "I honestly feel that" is used when the teacher knew that the student cheated to the other. "In my opinion" is used when teacher started to speak about something. "From my point of view" is used when the teacher gave some explanation to students about her opinion. "Have you heard" is used when the teacher started to linking about something before. "I have an idea" is used when teacher asked the students to make some groups discussion. "I'll tell you what we'll do" is used when the teacher gave task to students. "Why don't you?" is used when the teacher offered some idea to the students. "If I were you" is used when teacher give some advice to students who didn't do the homework.

Based on the observation, not only Opening Gambits, but the teacher was either used Linking Gambits during the teaching and learning process, such as "Oh I almost forget" is used when the teacher remind the students about the information about homework "In a situation like this", "But the question is" is used when teacher correcting the students explanation. "Not only that, but also" is used when teacher gave additional information. "Because of that" is used when teacher gave the rasional reason that help the students to understand the material of the chapter of the day. "As soon as"

¹⁰¹ Observation in the classroom on 1-8th November 2019.

is used when the teacher asked the students to collected their task. "What I meant was" is used when teacher correcting the students misunderstanding. "Goodness, where did you get the idea from?" is used when teacher appreciate the students opinion. "I'd prefer" is used when teacher chose the several options. "I'd rather" is used when teacher chose the several options. "How come?" is used to asked the students why they didn't do their homework. "Can you explain why?" is used when the teacher asked students to explain again the reason of the answer. "Thank you, that's very kind of you" is used when the teacher appreciate in students kindnesses. "That's good idea" is used when the teacher appreciate the students opinion. "Let's not forget" is used when the teacher reminds the students about the homework. "In my experience" is used when the teacher shares the event that still related with the chapter of the day. "Is that clear?" is used when the teacher make sure the students understand with the material chapter of the day. "Do you understand so far?" is used when the teacher asked about students understanding. "So, in the end" is used when the teacher want to close the class of the day. After the teacher start and linking the communication with the students, the students answered the expressions that teacher had been give, with responding Gambits expression, such as "That's correct" is used when students answer teacher questions. "Right," is used when students answer teacher questions. "Yes, exactly" is used when students responding the teacher expression. "So do I" is used when students responding to

teacher question based on students opinion. "That's very true" is used when students agree with teacher opinion about something in explained for example. "I'm afraid I don't know" is used when students couldn't answer the teacher questions. "Of course" is used when students agree with instruction their teacher. "Do you really thing so" is used when students wondering why the teacher proud of their opinion. "It's very kind of you to say that" is used when students responding to teacher complimenting. "Would you mind saying that again?" is used when students asking the teacher to explained one more time. "Would you mind repeating that again?" is used when students asking their teacher to repeat what the words just said. "I can't remember" is used when students forget with the teacher explanation.

The teacher sometimes gave a game to the students in order to students more enthusiastic. The game is guessing game. The process of teaching and learning speaking did run well, because there are many students felt happy and enthusiastic to speak up. Example, the teacher instructed the students to said the things that belong to noun then the others said what words that belong to phrases. Finally, the teacher gave motivation to the students to learn deeply because for the next meeting they would learn it again.

In the closing activity, the teacher asks the students about what did they learn today. Then, the student responsed very well.

After that, the teacher gave motivation to the students about

learning English. Finally, the students greet the teacher and teacher responded. 102

The benefits of the implementation of English Conversation Gambits on teaching speaking to students at the first grade at SMKN 3 Semarang was identified by using two instruments. They were observation and interview to teacher and students. Based on the observation, the researcher got some data to know the benefits of the implementation of English Conversation Gambits in teaching speaking skill to students. The researcher used observation checklist to know whether teacher applied all of the procedure or not.

When teaching speaking through English Conversation Gambits, the teacher often gave the formulas of Gambits expression to the students then the students used the responding of Gambits expression to answer the teacher questions. During teaching and learning English subject, teacher used this strategy to support how to pronounce rightly, to add new vocabularies and new expression that given in English lesson activities. The most students responded with the Gambits expression on answered what teacher questions. Sometimes, teacher repeat what she said fluently in order to students remember the expression of conversation Gambits. There were many students try to pronounced again and then took a note after speak up Gambits expression with their

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¹⁰² Observation in the classroom on 1-8th November 2019.

teacher. After that, the teacher always corrects students' pronunciation directly and appreciate the students speaking skill.¹⁰³

Based on the strategies of Opening Gambits and Linking Gambits, there is one more formula in Gambits, that is Responding Gambits. There were several kinds of Responding Gambits. Based on the observation, teacher and students practiced Responding Gambits to give feedback about what the first speaker said. Here, the researcher would wrote what kinds of Responding Gambits that has been practiced during the observation in the classroom. The expression were "Right, that's correct" is used when the teacher corrected the students right answer while "No, I'm afraid not" is used when the teacher corrected the students wrong answer. "Hear! Hear! You're absolutely right!" is used when the teacher agreeing students opinion in the crowd reaction, while "That's just not true" is used when the teacher disagreeing students opinion in the crowd reaction. "Yes, I know exactly what you mean" is used when the teacher agreeing with students explanation, while "Yes, but in the other hand" is used when the teacher disagreeing students explanation. "I'm afraid I don't know" is used when the students afraid to explained their answer to the teacher. "Of course I certainly would" is used when the student respond to the teacher expression of asking the students to clean the white board, while "I don't know, I can't decide" is used when the teacher responding

¹⁰³Observation in the classroom on 1-8th November 2019.

the students expression of asking "When will the Mid terms start?". The expression of "I've forgotten, I can't remember" is used when the students responding the teacher expression of "Do you still remember about...?" The expression of "Oh No! What a shame!" is used when students give expressed about the teacher commented of students behavior when the students break the school rules, while "I'm really sorry to hear that" is the reaction that student used when the teacher said that one of the student didn't attend the class because of the sickness when the teacher called the name of students attendance. "Hmmm, that's the difficult question" is used when the students felt confuse to answer the teacher question about material of the day. Auxiliaries of "Did you? Have you? Are you? Were you? Was it?" is used when the teacher reacted about the students explanation about the reason of students coming late either the reason of students don't do the homework. The expression of "Would you mind repeating that? Sorry, I didn't catch the last part" is used when the students asked the teacher to repeat the explanation, while "Do you understand so far " is used when the teacher asked about the students understanding. The expression of "I'm sorry I can't hear you" is used when the teacher asked the students to repeat their expression, while "Could you repeat your address, please?" is used when the student reacted about the teacher explanation about the address. "Thank you, do you really think so?" is used when the students hear the teacher complimenting them about the good score and "You've made my day" is used

when the teacher accepted compliment from the students expression of "Thanks for your kindness to teach us today." In enclosing the material of the day. ¹⁰⁴

In addition, to support the data of the observation the researcher used interview as instrument to know the strengths of the implementation of English Conversation Gambits in teaching speaking skill to students.

The atmosphere in the class was very active. The teacher followed the procedures and the strategy of English conversation Gambits. The teacher gave many vocabularies to the students and instructed them to pronounce together. Students can be listened how to pronounce rightly from the teacher that gave the Gambits expression during teaching and learning in English lesson. There were some students who fluent in pronunciation but either there were some students who still difficult to pronounce. English Conversation Gambits is important for the students especially for the beginner grade. Using English Conversation Gambits, make students can be pronounce in the correct stressing and intonation. Students have known if pronounce question mark, the intonation is high or low. Beside, the students increased their vocabularies and new expressions in according to make English conversation not only with the teacher, but they can practice the expression with the

¹⁰⁴ Observation in the classroom on 1-8th November 2019.

¹⁰⁵Interview to Ma'am Tri Budiyanti at Monday, on 4th November 2019.

others. Gambits expression either smoothing the conversation between the teacher and students in the class during teaching and learning English. The students get the benefits if the teacher taught speaking skill using English Conversation Gambits during teaching and learning English lesson, for example, how to pronunciated expressions well, because every students make pronunctiation, teacher always correct it directly. After that, they asked to the teacher how to pronounce the word rightly. The teacher gave the example how to pronounce the word before the students pronounced together. The teacher always correct the student's mistake one by one. Sometimes, the teacher looked the shape of mouth each of students when they pronounced. Then the teacher build the confidence of students by the teaching pronunciation carefully and correctly. Then, the students can say English words rightly. 106

However, the researcher noted that not all of school in Indonesian already used this kind of strategy to teach speaking skill. And students need to pay attention and focused to learned and practiced Gambits to their teacher because if they are not pay attention, they will left behind with some of conversation and expression.¹⁰⁷

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 $^{^{106}}$ Interview to the students at first grade of SMKN 3 Semarang on 1th, 4th, 5th, 6th, 7th 8 th November 2019.

¹⁰⁷Observation in the classroom on 1th, 4th, 5th, 6th, 7th 8 th November 2019.

The strategies of English Conversation Gambits used in teaching speaking mostly in several expression of conversation. If the students can pronounce correctly, after that the teacher instructed the students to practice conversation in front of class.¹⁰⁸

C. Discussion

In this part, the researcher would like to discuss about the finding of the use of English Conversation Gambits on teaching speaking to students and the strengths and the weaknesses of English Conversation Gambits on teaching speaking to students by the participants of first grade students of SMKN 3 Semarang that had been observed.

 The Process of English Conversation Gambits on Teaching Speaking to Students

The researcher employed an observation to know how is the process of English Conversation Gambits on teaching speaking to students. Most of the students seemed active and enthusiasm. From data gained through observation, the researcher assumed that the teaching and learning process especially on teaching speaking through English Conversation Gambits did run effectively.

There are some ways or formulas of teaching speaking using English Conversation Gambits. On English Conversation

 $^{^{108} \}text{Interview}$ with Ma'am Tri Budiyanti at Tuesday, on 5^{th} November 2019.

Gambits during teaching and learning, the teacher tell to the students in good pronunciation. In the case, it's true then command them to practice conversation. The teacher guided the students to follow the teacher's instructions. There are 23 Opening Gambits, 23 Linking Gambits and 13 Responding Gambits conversation by the scientist Eric Keller. And the teacher and students first grade in SMKN 3 Semarang had been practiced the Gambits expression strategy during teaching and learning English lesson.

This strategy has purpose that is facilitates the students to use target language. In case, students able to hear how to speak well. The point is to support the students in order to know about good expression in communicate with the others. Besides that, English Conversation Gambits consist of various strategies to have a good communication with the students during teaching and learning English class. According to Eric Keller, the kinds of Gambits strategies such as Opening Gambits, Linking Gambits, and Responding Gambits.¹⁰⁹

In teaching speaking at first grade of SMKN 3 Semarang, the teacher used strategies of English Conversation Gambits such as Opening Gambits, Linking Gambits and Responding Gambits during teaching and learning English lesson. Either, the teacher used it as a daily communication in the classroom during teaching

 $^{^{109} \}text{Interview}$ with Ma'am Tri Budiyanti at Wednesday, 6^{th} November 2019.

and learning English lesson to use dialogue conversation memorization and make students understand and improving their speaking skill. The teacher instructed the students to remember short conversation or dialogue through using Gambits expression. If the students having mistaken in pronunciation, the teacher always correct mispronunciation directly. Sometimes, the teacher instructed students to repeat the word after the teacher said. In addition, theteacher gave some Gambits expression in daily note that wrote in the white board and then the teacher and students practiced together. After that, the teacher guided the students to pronounce until correct. So the students will remember the right pronunctiation and can practice several expressions during teaching and learning English class.

English Conversation Gambits has some principles that should be done in the teaching and learning process. In the English Conversation Gambits, the new expression is presented. When teaching speaking using Gambit during teaching and learning process, teacher always give additional vocabulary to the students. Teacher also taught the Grammar. If the students do mistake in the pronunciation, after that the teacher correct mispronunciation directly.¹¹¹

¹¹⁰Observation in the classroom on Friday, 1st November 2019.

¹¹¹Observation in the classroom on Sunday, 4th November 2019.

At first grade of SMKN 3 Semarang, in the opening lesson, the teacher presented the new material by dialogue expressions with the students. The target language mostly used in teaching speaking and the teacher rarely used another language except English. That's why the comparation the students communication between according to English language is 90% while in Indonesian language is 10% only. The teacher used students book, video of conversation with dialogue example of material of the day, and the Gambits book by Eric Keller titled "Real English Conversation Practices Gambits Strategy" during teaching and learning English class. 112

However, English Conversation Gambits strategy make atmosphere in the class become active either conducive. Many students interested to follow teacher's instructions and responding teacher expression of Gambits formulas. The English Conversation Gambits has several expression to make students interested in the learned speaking during teaching and learning English class. Teaching speaking by using English Conversation Gambits is focused on the correct pronunctiate new expression. The teacher always used English Conversation Gambits to teach students English speaking skill during teaching and learning English lesson. Teacher had the ways to make the students understand and

¹¹²Observation in the classroom on Tuesday, 5th November2019.

interested to active and follow the teacher's instructions of Gambits expressions. 113

When teaching speaking, the English teacher at first grade of SMKN 3 Semarang focused on the new expression, vocabularies and pronunctiation. And then, the teacher always correct student's pronunciation directly and immediately. The teacher always motivate the students carefully to pronounce the word, so make the students brave to speak up. Although, there are few students do mistake on the pronunciation. By using English Conversation Gambits, the students more increased many vocabularies to know the correct pronunciation. Through Gambits expression from the teacher that taken from Eric Keller Gambits expression, the students can be listened how to pronounce rightly. Not only pronunciation but also the students taught about stressing words and also new expression. Through conversation with the teacher, it is make students more understand and interested to pronounce what they hear. English teacher always corrected students' error and mispronunciation directly. The teacher didn't blamed using word likes "You are wrong!" because if the teacher judge the students like that way, it is make students afraid to try again. The teacher always changed word "You are wrong" with the replaced "You should said". 114

¹¹³Observation in the classroom on Wednesday, 6th November 2019.

¹¹⁴ Interview with Ma'am Tri Budiyanti at Thursday, 7 November 2019.

At first grade of SMKN 3 Semarang, sometimes, the teacher gives a game to the students in order to they do not felt bored. There are many students really understand either enjoyed the expression of conversation. The students are very interested and most of them were pay attention to the teacher. The strategies of English Conversation Gambits like Opening, Linking and Responding Gambits of conversation make students become comprehend either enthusiastic and get additional speaking learning strategies.¹¹⁵

However, there are some points that the researcher warn, which are: first, not all of schools in Indonesian already used this kind of strategy to teach speaking skill, and students need to pay attention and focused to learned and practiced Gambits to their teacher because if they are not pay attention, they will left behind with some of conversation and expression.¹¹⁶

Second, In the English Conversation Gambits, the teacher must to carefully guiding the students and the students must stay focus because the strategies of English Conversation Gambits used in teaching speaking mostly in several expression of conversation.

¹¹⁵Interview to the students at first grade of SMKN 3 Semarang on 1^{st} , 4^{th} , 5^{th} , 6^{th} , 7^{th} , 8^{th} November 2019.

¹¹⁶Interview with Ma'am Tri Budiyanti at Friday, 8 November 2019.

If the students can pronounce correctly, after that the teacher instructed the students to practice conversation in front of class. 117

¹¹⁷ Interview to the students at first grade of SMKN 3 Semarang on 1st,4th,5th, 6th, 7th, 8th November 2019.

CHAPTER V

CONCLUSION, SUGGESTION AND CLOSING

The previous chapters have already introduced the general introduction, provided the theoretical background, justified the methods and analyzed the findings of the study. This chapter, serving the conclusion of the whole research, will cover summaries of the major findings, a pedagogical suggestion for better English language teaching and learning process, scope of the study and recommendations for further studies.

A. Conclusion

The researcher is going to draw the conclusion from the previous chapter which has been discussed. With aims to find the answers to the two research question of the Use of English Converation Gambits in teaching speaking to students, the findings are summarized as follow:

- 1. Teaching and learning process have been observed at first grade of SMKN 3 Semarang. The teacher had applied the ways of English Conversation Gambits strategy. In English Conversation Gambits, both of teacher and student are actives and interactive each other. The teacher and the students used 90% English and 10% Indonesian language in the class during English lesson. The teacher used target language of English. The teacher used some formulas of English
- 2. Conversation Gambits, namely Opening Gambits, Linking Gambits and Responding Gambits during teaching and learning

English lesson. In the process of Gambits conversation, the teacher always corrects the students' mispronunciation directly without blaming to the student.

There are some benefits in the implementation of English Conversation Gambits in Teaching Speaking to students. In teaching speaking by using English Conversation Gambits strategy, the teacher focuses on the Opening Gambits and Linking Gambits. The students gave Responding Gambits either Linking Gambits to responded what the teacher said. The teacher instructed the students to pronounce carefully. So, it makes the students braver and not afraid to speak English in the class with their friend. Beside that, the English Conversation Gambits also having some points to point out. Not all of school in Indonesian already used this kind of strategy to teach speaking skill. And students need to pay attention and focused to learned and practiced Gambits to their teacher because if they are not pay attention, they will left behind with some of conversation and expression.

B. Suggestion

Considering the finding of the research, the researcher would like to give some suggestions:

1. For the Teacher

a. The teacher should provide a variety of strategies of English Conversation Gambits, especially in teaching speaking in order to make teaching and learning process more interesting and to attract the students in learning English.

2. For the Students

The students should have strong motivation to learn and practice their English at school or out of school to improve their speaking.

In learning speaking, students should more practice in English speaking they have learned every day.

3. For the school

The school should provide learned about the importance of the benefits English Conversation Gambits in practice the strategies during teaching and learning English class.

4. For other researcher

The other researcher should prepare the strategies that related to the research that will be conducted.

C. Closing

This is the last part of final project. The researcher admits that there are still many mistakes. Therefore, she does wait for constructive suggestions for better creation to accomplish the next project. May this final project be useful for us.

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Interview Guidelines for Teachers

Research Focus : Teaching Learning Speaking by Using English

Conversation Gambits at the First Grade of SMK N 3 Semarang in the Academic Year of

2019/2020

Interviewee : Dra. Tri Budiyanti(English Teacher at SMKN 3

Semarang)

1. What are your reasons using English Conversation Gambits strategy in teaching speaking?

- 2. Do you think the strategy of English Conversation Gambits is appropriate for students in teaching speaking? Please explain!
- 3. Does English Conversation Gambits have many positive impacts in teaching speaking? Please explain!
- 4. How is the students' interest during learning speaking through the formula of English Conversation Gambits?
- 5. How is the students' understanding about English Conversation Gambits?
- 6. How is the improvement of students' English speaking skill when learning speaking using English Conversation Gambits?
- 7. Does the teacher always correct students' errors and mispronunciation directly and immediately?

- 8. What are the formulas of English Conversation Gambits that often used in teaching speaking?
- 9. What are the problems faced by students before learning English Conversation Gambits at the first grade?
- 10. Does the teacher also drill grammar skill in teaching speaking?
- 11. What are the benefits of English Conversation Gambits for students speaking skill?

Interview for students

- 1. Have you ever heard English Conversation Gambits? What are the 3 kinds of Gambits?
- 2. Have you ever practiced English Conversation Gambits in Junior High School before?
- 3. Can you distinguish 3 kinds of Gambits?
- 4. How far do you understand about English Conversation Gambits?
- 5. Do you understand the Gambits expression that has been practiced during teaching and learning English subject with your teacher?
- 6. What is the benefit that you have got from practiced Gambits expression during teaching and learning English class?
- 7. Do you think Gambits expression can help you to improve your English speaking skill? Why?
- 8. What is the Gambits expression that you have already mastered?
- 9. Do you and your teacher always practice new expression of Gambits during teaching and learning English lesson?

- 10. What is your problem in practicing Gambits expression during teaching and learning English class?
- 11. Do you think English Conversation Gambits can help you to increase your additional vocabulary?
- 12. What's the effect that you got after learned and practiced English Conversation Gambits?

INTERVIEW RESULT

Transcript of Interview Guidelines for the Teacher

Participants : Dra. Tri Budiyanti

Date and Time : Friday, November 1-8th 2019

Topic : Teaching Learning Speaking by Using English

Conversation Gambits at the First Grade of SMK N 3 Semarang in the Academic Year of

2019/2020

Position : English Teacher at 10th grade of SMKN 3

Semarang

Turn	Speaker	Text
1.	Researcher	What are your reasons using English Conversation Gambits strategy in teaching speaking?
	Teacher	The reasons I used English Conversation Gambits strategy in teaching speaking in order to students to know many vocabularies. For pronunciation practice, I used this formula during the teaching and learning in English

2.	Researcher	subject. In case, students able to hear how to speak well. The point is to support the students in order to know about good expression in communicate with the others. 2. Do you think the strategy of English Conversation Gambits is appropriate for students in teaching speaking? Please explain!
	Teacher	Yes, English Conversation Gambits is appropriate for students in teaching speaking, because the students learned immediately about the conversation that usually used in daily activity not only during in the class, but also students can use that expression with another students at school's environment. English Conversation Gambits helps students' pronunciation very well day by day. Only by hearing and respond the expression what I said during English teaching and learning in the class, they can speak the expression with naturally and smoothly. Therefore, English Conversation Gambits is the good formulas for the students.

3.	Researcher	3. Does English Conversation Gambits have
3.	Researcher	many positive impacts in teaching
		speaking? Please explain!
	Teacher	Yes. There are many positive impacts from the formulas of English Conversation Gambits, which can improve how to say the right expression and to make the students can communicate the conversation with naturally and smoothly ways during teaching and learning English in the classroom. For example, students can communicate with the new expression of Gambits. It makes students well trained.
4.	Researcher	4. How is the students' interest during learning speaking through the formulas of English Conversation Gambits?
	Teacher	For students, tend to like to be taught use directly activity during teaching and learning English class. First, the students listen what I said, that is opening Gambits, after that they were responding. Students were more interested when practice English Conversation Gambits with the dialogue that usually

		appeared in students text book. Sometimes,
		students ask me, how is the correct
		pronunciation of Gambits expressions, after
		that they brave to say it themselves and practice
		the dialogue with the other student. I usually
		gave the examples after the students have
		difficulties to pronounce. They were very
		enthusiasm to say the expressions when given
		examples through dialogue, and directly
		expressions when I communicated with them
		during teaching and learning English class.
5.	Researcher	5. How are the students' understanding about English Conversation Gambits?
	Teacher	I think, the students get better everyday about Gambits understanding day by day. Because
		they can speaks the expression better than
		before and they get the additional knowledge
		and new expression about Gambits
6.	Researcher	6. How is the improvement of students'
		English speaking skill when learning speaking
		using English Conversation Gambits?

	Teacher	For speaking, the students often immediately
	1 Cacher	
		respond what they hear from the expression
		that I gave. Therefore, they have little flow in
		speaking and correct pronunciation. It means,
		they can pronounce with the right expression.
7.	Researcher	7. Does the teacher always correct students'
		errors and mispronunciation directly and
		immediately?
	Teacher	The way I corrects the students'
		mispronunciation in directly but does not use
		the word "No, you're wrong!". If I corrected
		like that, it would make the students tend to be
		afraid. But, if I corrects students' mistake
		carefully, they will realize their mistake. In
		references that I ever read, from Me, Alan
		Devenvort, he is an English training in
		Cambridge. He said that when confirming
		something, you have to correct directly but not
		use the word "you're wrong". The teacher has
		to reduce the word "you are wrong" and change
		it with "you should said".

8.	Researcher	8. What are the formulas of English
		Conversation Gambits that often used in
		teaching speaking?
		teaching speaking.
	Teacher	I usually used English Conversation Gambits
		during teaching and learning English process in
		the class with formulas that Eric Keller theory
		that has been explained in his book, the title is
		English Gambits Expressions. There are 3
		formulas in Gambits, the first is Opening
		Gambits, second is Linking Gambits and the
		last is Responding Gambits. Sometimes, I
		instructed students to practiced conversation
		with the dialogue that there were Gambits
		expression inside.
9.	Researcher	9. What are the problems faced by students
		before learning English Conversation Gambits
		at the first grade?
	Teacher	During this time, speaking learning is still
	1 0001101	constrained for only a few students. The
		students can actually pronounce English words
		but only lake of motivation to learn English.
		There are children who tend to be quiet and
		inactive not only for English subjects, but also

		for other subjects. Therefore, there is a kind of
		cooperative learning to support Audio-Lingual
		Method. For example, there are discussions,
		practices of conversation or dialogue. In that
		case, the teacher must involve several students
		so that they appear active. Basically, students
		do have to look and listen first. After hearing,
		then they pronounce the word. After that,
		students do practice of conversation in teaching
		speaking. The teacher hopes in order to the
		students will be better in speaking. The main
		obstacle is in children's motivation. So how
		can the teacher turn on the class to became
		active and make the atmosphere fun for
		learning English.
10.	Researcher	10. Does the teacher also drill Grammar skill
		in teaching speaking?
	T 1	
	Teacher	Yes, I also drill grammar skill in English
		teaching speaking. For example, with the
		material in chapter Noun Phrase and Passive
		Voice. There were many Grammar skills that
		used in it through the dialogue example in the
		text book either the Gambits expression during

		the conversation that flows between me and
		students. For example, Noun Phrase about
		"English book, or black marker." And the
		formula of Passive voice, of course there were
		Grammar skill inside it. It will flow
		immediately when the Gambits expression
		begin to start. For sure, they would not only
		have addition in Grammar, but I believe that
		they positively can increased their vocabulary
		by Gambits expression that they usually
		practiced with me directly and immediately in
		teaching and learning English process in the
		class.
11.	Researcher	11. What are the benefits of English
		Conversation Gambits for students speaking
		skill?
	Teacher	There are so many benefits that students
	1000101	reached from English Conversation Gambits
		for students speaking skill, for examples,
		students being more independence when they
		speak up the expressions in responding
		conversation with me during teaching and
		learning English class. After that, students get

additional vocabulary and also new
expressions from Gambits. They practiced the
Gambits expression with me during the English
class.
That can be the reason why English
, ,
Conversation Gambits is help the students in
improving their speaking skill. If the students
are get used to speak, speak and speak in daily
activity, just like in the classroom, they will
implement it not only at school environment,
but also in their own environment.

INTERVIEW RESULT

Date : On November 1st, 4th, 5th, 6th, 7th and 8th 2019

Transcript of Interview Guidelines for the

students

Participants : Students of 10th Grade

Topic : Teaching Learning Speaking by Using English

Convversation Gambits at the First Grade of

SMK N 3 Semarang in the Academic Year of

2019/2020

Turn	Speaker	Text
1.	Researcher	1. Have you ever heard the English Conversation Gambits? When is the first time you hear this strategy?
	Students	Yes, I ever hear the English Conversation Gambits in SMKN 3 Semarang during teaching and learning English class.
2.	Researcher	2. Have you ever practiced English Conversation Gambits in Junior High School before?

	Students	No, I have not ever practiced English
		Conversation Gambits in Junior High School.
3.	Researcher	3. Can you distinguish 3 kinds of Gambits?
	Students	Yes, I can. First is Opening Gambits, second is Linking Gambits and the last is Responding Gambits.
4.	Researcher	4. How far do you understand about English Conversation Gambits?
	Students	So far, so good. Gambits make me know about type of smoothly way of conversation and short expression to communicate with the other in the classroom during teaching and learning English class.
5.	Researcher	5. Do you understand the Gambits expression that has been practiced during teaching and learning English subject with your teacher?
	Students	Yes, I do. Teacher ever explained about this kind of strategy from the very first beginning we get English lesson in this class. There are 23 for opening, 23 for linking and 13 for responding.

	I 5 1	
6.	Researcher	6. What are the benefits that you have got from practiced Gambits expression during teaching and learning English class?
		teaching and learning English class:
	Students	I got many benefits after practiced Gambits during teaching and learning English class, first, I can speak more fluently than before, next, I can respond teacher expression of Gambits with independence, after that, I get the additional vocabulary and also new expression since I used to practice Gambits until right now.
7.	Researcher	7. Do you think Gambits expression can help you to improve your English speaking skill? Why?
	Students	Yes, because the expression of Gambits make me learned to practiced them everyday to get the benefits of Gambits, that make me can speak fluently and
8.	Researcher	8. What is the Gambits expression that you have already mastered?
	Students	I already understand about 3 types of Gambits and mastered some of the

9.	Researcher	expression of them, like opening, linking and responding. 9. Are you and your teacher always practice new expression of Gambits during teaching and learning English lesson?
	Students	Yes, we always practice new expression of Gambits and that's good.
10	Researcher	10. What is your problem in practicing Gambits expression during teaching and learning English class?
	Students	The problem that I got was when I didn't pay attention to teacher's expression, I left behind with the expression. So I think in practice Gambits during teaching and learning English, I must focus and pay attention to teacher so I can get the new expression and additional vocabulary of Gambits.

11.	Researcher	11. Do you think English Conversation				
11.	Researcher	•				
		Gambits can help you to Improved your				
		additional vocabulary?				
		Yes, I think Gambits can help me to				
	Students	•				
	Students	improved my additional vocabulary because				
		every English lesson class, every students in				
		class wrote in our little note book as our				
		little vocabulary new English words that we				
		just knew in that day. The expression used				
		by our teacher to communicate with us				
		during the lesson for sure can increase our				
		additional vocabulary.				
12.	Researcher	12. What's the effect that you got after				
		learned and practiced English Conversation				
		Gambits?				
	G. 1	The effects that I got after learned and				
	Students	practiced Gambits during teaching and				
		learning English class, I can compare my self				
		was and now. The old me, when I was in				
		Junior High School, I used to had some				
		difficulties in learned speaking, for example				
		my pronunciation, less vocabulary, and less				
	l	in pronunciation, less vocabulary, and less p				
		of expression that I knew. But, since I learned				

n SMK, I'm feeling
han before. I got the
ng expression well,
d new expression.

The Observation Check List 1

Date: Friday, 1stNovember 2019

Observation Guidelines for Teacher

Teacher : Dra. Tri Budiyanti

Class : X TTL 1

Aspect	Indicator	Yes No Note
Opening	1. Teacher asks the	· 1
a lesson	students to sit down	ı
	on his/her own chair	
	2. Teacher leads the	· 1
	class to sing	
	Indonesia Raya song	
	together, after that	t

		Pray together to start		
		a conversation		
	3.	Teacher asks who is	$\sqrt{}$	
		missing today?		
	4.	Teacher gives	$\sqrt{}$	
		motivations to the		
		students about study		
		everyday		
Organizin	5.	The Activities are	$\sqrt{}$	
g the		teacher centred		
activity		learning		
using	6.	Teacher notices the	$\sqrt{}$	
English		students to listen the		
Convers		teacher attentively		
ation	7.	Teacher's	$\sqrt{}$	Mostly use
Gambits		expressions during		English in
Strategy		the English class were		practice
		using English		Gambits
		Conversation		expression
		Gambits		during the class
	8.	Teacher presents the	$\sqrt{}$	Use Students
		new material by		text book
		dialogue from new		

	chapter of the text		
	book		
		,	
9.	The teacher mostly	$\sqrt{}$	
	uses the target		
	language of English		
	Conversation		
	Gambits in		
	expression during the		
	teaching and learning		
	process		
10	. Teacher mixes the	V	
	language between		
	English and		
	Indonesian in explain		
	the English material		
	of the day		
11	. Teacher asked	V	Directly Speak
	students to start a		after explain the
	Gambits dialogue		material of the
	conversation between		day
	two people or more in		
	front of the classroom		
12	. Teacher instructs	√	First, teacher
	students to repeat		says word and

	each line of the new		then students
	dialog several times		repeat together
	13. Teacher corrects		
	students'		
	mispronunciation by		
	listening students		
	responding the target		
	language		
	14. Teacher instructs	$\sqrt{}$	
	students to practice		
	the conversation with		
	their partner after that		
	demonstrate in front		
	of class		
Using	15. Teacher uses various	$\sqrt{}$	Teacher mostly
English	formulas of English		uses 3 kinds
Conversa	Conversation		formulas of
tion	Gambits (Opening		Gambits
Gambits	Gambits, Linking		strategy signals
	Gambits and		
	Responding Gambits)		
	during teaching and		
	learning English class		

	1	I
16. Teacher's expression	V	By practice
is a model of the		English
target language		Conversation
		Gambits
		directly during
		the teaching and
		learning process
17. Both of teacher and	V	
students are active		
during practicing		
English Conversation		
Gambits strategy		
during the English		
class		
18. The teacher teaches	√	
the students about		
new expression that		
were used in English		
Conversation		
Gambits during the		
English class		
19. Dialogue is from	√	Teacher also
students' textbook		uses a book in
		addition

English for			Gambits
Vocational Students			Conversation
Vocational Students			Strategy Theory
			by Eric Keller
20. Students are passive		\checkmark	Both of teacher
than the teacher			and students
			were interactive
			in using
			Gambits
			expression
21. Teachercorrects	$\sqrt{}$		Teacher
students' errors			corrected
directly and			student's
immadiately			mistake
			carefully
22. New vocabulary is	V		
introduced through			
the expressing that			
usually Teacher and			
students used in			
English Conversation			
Gambits formula			
during the English			
class			

	23. Teacher is using √
	English Conversation
	Gambits in teaching
	English lesson
	(Students responding
	to the teacher and
	found the new
	vocabulary in each
	Gambits expression)
	24. Classroom √
Tasabina	environment is more
Teaching to the	interactive than
students	competitive (Teacher
students	give a game to the
	students)
	25. The task is designed $\sqrt{}$
	in such a way
	(Students pay
	attention to teacher's
	explained of material
	of the day and then
	the teacher asked
	students to made a
	dialogue and practice

	conversation with
	their partner)
	26. The class size is large √
	and it is conducive
	for to students to
	studying
	27. Teacher asks students √
	about what did they
	learn today. In here,
	teacher using Linking
	Gambits and then
	continue to closing
	the study
	28. Teacher gives √
Closing a	motivation to the
lesson	students about
	learning English and
	praise everyday
	29. Teacher greets and √
	the students gives
	closing Gambits
	expression in greeting
	teacher about to
	leaving room

	29 items		
The	30. Teacher and students	$\sqrt{}$	
strengt	were both interactive in		
hs of	teaching and learning		
English	process		
Conver	31. Students more brave to	√	
sation	speak up with their		
Gambit	friends using new		
s	expressions of Gambits		
	32. Teacher checks the	√	
	students' English		
	Conversation Gambits		
	pronunciation and new		
	vocabulary that found		
	in teaching and learning		
	process		
	3 items		
The	33. The weakness of		 The researcher
wea	English Conversation		found that
knes	Gambits for students		there is no
ses			disadvantage
of			s of English
Engl			Conversation
ish			Gambits

Con	34.Gambits are the strength	V		Because th	nis
vers	strategy?			formula	is
atio				benefit f	or
n				teaching an	nd
Ga				learning	
mbit				during tl	he
S				English clas	SS
	35.The problems that the		V	The students g	et
	students face in order to			advantages	in
	practices Gambits during			practice	
	the English class			Gambits,	
				especially f	or
				the	
				pronounce	
				and addition	on
				in vocabula	ry
	3 items				
Total	35	items			

The Observation Check List 2

Date: Monday, 4th November 2019

Observation Guidelines for Teacher

Teacher : Dra. Tri Budiyanti

Class : X KGSP 1

Aspect	Indicator	Yes	No	Note
Openin	1. Teacher asks the	√		
g a	students to sit down on			
lesson	his/her own chair			
	2. Teacher leads the class	√		
	to sing Indonesia Raya			
	song together, after that			
	Pray together to start a			
	conversation			
	3. Teacher asks who is	√		
	missing today?			
	4. Teacher gives	V		
	motivations to the			
	students about study			
	everyday			

Organizi	5.	The Activities are	2/	
	٥.		٧	
ng the		teacher centred		
activit		learning		
y	6.	Teacher notices the	$\sqrt{}$	
using		students to listen the		
Englis		teacher attentively		
h	7.	Teacher's expressions		Mostly use
Conve		during the English		English in
rsatio		class were using		practice Gambits
n		English Conversation		expression during
Gamb		Gambits		the class
its	8.	Teacher presents the	$\sqrt{}$	Use Students text
Strate		new material by		book
gy		dialogue from new		
		chapter of the text book		
	9.	The teacher mostly	$\sqrt{}$	
		uses the target		
		language of English		
		Conversation Gambits		
		in expression during		
		the teaching and		
		learning process		
	10.	Teacher mixes the	$\sqrt{}$	
		language between		

	English and Indonesian		
	in explain the English		
	material of the day		
-	11. Teacher asked students	√	Directly Speak
	to start a Gambits		after explain the
	dialogue conversation		material of the
	between two people or		day
	more in front of the		
	classroom		
-	12. Teacher instructs	$\sqrt{}$	First, teacher says
	students to repeat each		word and then
	line of the new dialog		students repeat
	several times		together
	13. Teacher corrects	$\sqrt{}$	
	students'		
	mispronunciation by		
	listening students		
	responding the target		
	language		
	14. Teacher instructs	√	
	students to practice the		
	conversation with their		
	partner after that		

	demonstrate in front of			
	class			
Using	15. Teacher uses various	$\sqrt{}$	Te	eacher mostly
English	formulas of English		us	ses 3 kinds
Conver	Conversation Gambits		fo	ormulas of
sation	(Opening Gambits,		G	ambits strategy
Gambit	Linking Gambits and		si	gnals
s	Responding Gambits)			
	during teaching and			
	learning English class			
	16. Teacher's expression is	V	В	y practice
	a model of the target		E	nglish
	language		C	onversation
			G	ambits directly
			dı	uring the
			te	aching and
			le	arning process
	17. Both of teacher and	1		
	students are active			
	during practicing			
	English Conversation			
	Gambits strategy			
	during the English			
	class			

1	8. The teacher teaches the	$\sqrt{}$		
	students about new			
	expression that were			
	used in English			
	Conversation Gambits			
	during the English			
	class			
1	9. Dialogue is from	√		Teacher also uses
	students' textbook			a book in addition
	English for Vocational			Gambits
	Students			Conversation
	Students			Strategy Theory
_			,	by Eric Keller
2	20. Students are passive		\checkmark	Both of teacher
	than the teacher			and students were
				interactive in
				using Gambits
				expression
2	21. Teachercorrects			Teacher
	students' errors			corrected
	directly and			student's mistake
	immadiately			carefully
	22. New vocabulary is	√		
	•	V		
	introduced through the			

	expressing that usually	
	Teacher and students used in English	
	Conversation Gambits	
	formula during the	
	English class	
	23. Teacher is using	√
	English Conversation	
	Gambits in teaching English lesson	
	(Students responding	
	to the teacher and	
Teachi	found the new	
ng to	vocabulary in each	
the	Gambits expression) 24. Classroom	
student	environment is more	V
S	interactive than	
	competitive (Teacher	
	give a game to the	
	students)	
	25. The task is designed in	√
	such a way (Students pay attention to	
	1 7	

	teacher's explained of	
	material of the day and	
	then the teacher asked	
	students to made a	
	dialogue and practice	
	conversation with their	
	partner)	
	26. The class size is large	√
	and it is conducive for	
	to students to studying	
	27. Teacher asks students	√
	about what did they	
	learn today. In here,	
	teacher using Linking	
	Gambits and then	
	continue to closing the	
Closing	study	
a lesson	28. Teacher gives	V
	motivation to the	
	students about learning	
	English and praise	
	everyday	
	29. Teacher greets and the	√
	students gives closing	
•	L. L.	

	Gambits expression in			
	greeting teacher about			
	to leaving room			
	29 item	s	I	
The	30. Teacher and students	$\sqrt{}$		
strengt	were both interactive in			
hs of	teaching and learning			
English	process			
Conver	31. Students more brave to			
sation	speak up with their			
Gambit	friends using new			
s	expressions of Gambits			
	32. Teacher checks the	$\sqrt{}$		
	students' English			
	Conversation Gambits			
	pronunciation and new			
	vocabulary that found			
	in teaching and			
	learning process			
	3 items		ı	
The	33. The weakness of		V	The researcher
wea	English Conversation			found that
knes	Gambits for students			there is no
ses				disadvantages

of				of English
Eng				Conversation
lish				Gambits
Con	34.Gambits are the strength	V		Because this
vers	strategy?			formula is
atio				benefit for
n				teaching and
Ga				learning during
mbi				the English
ts				class
	35.The problems that the		V	The students get
	students face in order to			advantages in
	practices Gambits during			practice
	the English class			Gambits,
				especially for
				the pronounce
				and addition in
				vocabulary
	3 items	}	<u>I</u>	
Total	35	items		

The Observation Check List 3

Date: Tuesday, 5th November 2019

Observation Guidelines for Teacher

Teacher : Dra. Tri Budiyanti

Class : X TKRO 1

Aspect	Indicator	Yes	No	Note
Openin	1. Teacher asks the	$\sqrt{}$		
g a	students to sit down on			
lesson	his/her own chair			
	2. Teacher leads the class	$\sqrt{}$		
	to sing Indonesia Raya			
	song together, after that			
	Pray together to start a			
	conversation			
	3. Teacher asks who is	$\sqrt{}$		
	missing today?			
	4. Teacher gives	$\sqrt{}$		
	motivations to the			
	students about study			
	everyday			

Organizi	5.	The Activities are	2/	
	٥.		٧	
ng the		teacher centred		
activit		learning		
y	6.	Teacher notices the	$\sqrt{}$	
using		students to listen the		
Englis		teacher attentively		
h	7.	Teacher's expressions		Mostly use
Conve		during the English		English in
rsatio		class were using		practice Gambits
n		English Conversation		expression during
Gamb		Gambits		the class
its	8.	Teacher presents the	$\sqrt{}$	Use Students text
Strate		new material by		book
gy		dialogue from new		
		chapter of the text book		
	9.	The teacher mostly	$\sqrt{}$	
		uses the target		
		language of English		
		Conversation Gambits		
		in expression during		
		the teaching and		
		learning process		
	10.	Teacher mixes the	$\sqrt{}$	
		language between		

	English and Indonesian		
	in explain the English		
	material of the day		
-	11. Teacher asked students	√	Directly Speak
	to start a Gambits		after explain the
	dialogue conversation		material of the
	between two people or		day
	more in front of the		
	classroom		
-	12. Teacher instructs	$\sqrt{}$	First, teacher says
	students to repeat each		word and then
	line of the new dialog		students repeat
	several times		together
	13. Teacher corrects	$\sqrt{}$	
	students'		
	mispronunciation by		
	listening students		
	responding the target		
	language		
	14. Teacher instructs	√	
	students to practice the		
	conversation with their		
	partner after that		

	1		
	demonstrate in front of		
	class		
Using	15. Teacher uses various	V	Teacher mostly
English	formulas of English		uses 3 kinds
Conver	Conversation Gambits		formulas of
sation	(Opening Gambits,		Gambits strategy
Gambit	Linking Gambits and		signals
s	Responding Gambits)		
	during teaching and		
	learning English class		
	16. Teacher's expression is	V	By practice
	a model of the target		English
	language		Conversation
			Gambits directly
			during the
			teaching and
			learning process
	17. Both of teacher and	1	
	students are active		
	during practicing		
	English Conversation		
	Gambits strategy		
	during the English		
	class		
L			J

1	8. The teacher teaches the	$\sqrt{}$		
	students about new			
	expression that were			
	used in English			
	Conversation Gambits			
	during the English			
	class			
1	9. Dialogue is from	√		Teacher also uses
	students' textbook			a book in addition
	English for Vocational			Gambits
	Students			Conversation
	Students			Strategy Theory
_			,	by Eric Keller
2	20. Students are passive		\checkmark	Both of teacher
	than the teacher			and students were
				interactive in
				using Gambits
				expression
2	21. Teachercorrects			Teacher
	students' errors			corrected
	directly and			student's mistake
	immadiately			carefully
	22. New vocabulary is	√		
	•	V		
	introduced through the			

	expressing that usually Teacher and students used in English Conversation Gambits formula during the English class 23. Teacher is using	V
Teachi ng to the student	English Conversation Gambits in teaching English lesson (Students responding to the teacher and found the new vocabulary in each Gambits expression) 24. Classroom	√
s	environment is more interactive than competitive (Teacher give a game to the students) 25. The task is designed in such a way (Students pay attention to	√

	teacher's explained of		
	material of the day and		
	then the teacher asked		
	students to made a		
	dialogue and practice		
	conversation with their		
	partner)		
	26. The class size is large	1	
	and it is conducive for		
	to students to studying		
	27. Teacher asks students	√	
	about what did they		
	learn today. In here,		
	teacher using Linking		
	Gambits and then		
	continue to closing the		
Closing	study		
a lesson	28. Teacher gives	√	
	motivation to the		
	students about learning		
	English and praise		
	everyday		
	29. Teacher greets and the	√	
	students gives closing		

	Gambits expression in			
	greeting teacher about			
	to leaving room			
	29 item	s	I	
The	30. Teacher and students	$\sqrt{}$		
strengt	were both interactive in			
hs of	teaching and learning			
English	process			
Conver	31. Students more brave to			
sation	speak up with their			
Gambit	friends using new			
s	expressions of Gambits			
	32. Teacher checks the	$\sqrt{}$		
	students' English			
	Conversation Gambits			
	pronunciation and new			
	vocabulary that found			
	in teaching and			
	learning process			
	3 items		ı	
The	33. The weakness of		V	The researcher
wea	English Conversation			found that
knes	Gambits for students			there is no
ses				disadvantages

of				of English
Eng				Conversation
lish				Gambits
Con	34.Gambits are the strength			Because this
vers	strategy?			formula is
atio				benefit for
n				teaching and
Ga				learning during
mbi				the English
ts				class
	35.The problems that the		V	The students get
	students face in order to			advantages in
	practices Gambits during			practice
	the English class			Gambits,
				especially for
				the pronounce
				and addition in
				vocabulary
	3 items		<u>I</u>	1
Total	35	items		

The Observation Check List 4

Date: Wednesday, 6th November 2019

Observation Guidelines for Teacher

Teacher : Dra. Tri Budiyanti

Class : X TMPO 1

Aspect		Indicator	Yes	No	Note
Openin	1.	Teacher asks the	$\sqrt{}$		
g a		students to sit down on			
lesson		his/her own chair			
	2.	Teacher leads the class	$\sqrt{}$		
		to sing Indonesia Raya			
		song together, after that			
		Pray together to start a			
		conversation			
	3.	Teacher asks who is	$\sqrt{}$		
		missing today?			
	4.	Teacher gives	$\sqrt{}$		
		motivations to the			
		students about study			
		everyday			
Organizi	5.	Activities are teacher	$\sqrt{}$		
ng the		centred learning			

activit	6. Teacher notices the	2/	
		V	
y	students to listen the		
using	teacher attentively		
Englis	7. Teacher's expressions	1	Mostly use
h	during the English		English in
Conve	class were using		practice Gambits
rsatio	English Conversation		expression during
n	Gambits		the class
Gamb	8. Teacher presents the	1	Use Students text
its	new material by		book
Strate	dialogue from new		
gy	chapter of the text book		
	9. The teacher mostly	√	
	uses the target		
	language of English		
	Conversation Gambits		
	in expression during		
	the teaching and		
	learning process		
	10. Teacher mixes the	√	
	language between		
	English and Indonesian		
	in explain the English		
	material of the day		

	laa maa aa	/ 1	T 1 ~ - 1
	11. Teacher asked students	√	Directly Speak
	to start a Gambits		after explain the
	dialogue conversation		material of the
	between two people or		day
	more in front of the		
	classroom		
	12. Teacher instructs	$\sqrt{}$	First, teacher says
	students to repeat each		word and then
	line of the new dialog		students repeat
	several times		together
	13. Teacher corrects	√	
	students'		
	mispronunciation by		
	listening students		
	responding the target		
	language		
	14. Teacher instructs	√	
	students to practice the		
	conversation with their		
	partner after that		
	demonstrate in front of		
	class		
Using	15. Teacher uses various	√	Teacher mostly
English	formulas of English		uses 3 kinds

Conver	Conversation Gambits		formulas of
sation	(Opening Gambits,		Gambits strategy
Gambit	Linking Gambits and		signals
s	Responding Gambits)		
	during teaching and		
	learning English class		
	16. Teacher's expression is	V	By practice
	a model of the target		English
	language		Conversation
			Gambits directly
			during the
			teaching and
			learning process
	17. Both of teacher and	V	
	students are active		
	during practicing		
	English Conversation		
	Gambits strategy		
	during the English		
	class		
	18. The teacher teaches the	√	
	students about new		
	expression that were		
	used in English		

	Conversation Gambits			1
	during the English			
	class			
19.	Dialogue is from	V		Teacher also uses
	students' textbook			a book in addition
	English for Vocational			Gambits
	Students			Conversation
				Strategy Theory
				by Eric Keller
20.	Students are passive		$\sqrt{}$	Both of teacher
	than the teacher			and students were
				interactive in
				using Gambits
				expression
21.	Teachercorrects	V		Teacher
	students' errors			corrected
	directly and			student's mistake
	immadiately			carefully
22.	New vocabulary is	V		
	introduced through the			
	expressing that usually			
	Teacher and students			
	used in English			
	Conversation Gambits			

	formula during the	
	English class	
	23. Teacher are using	√
	English Conversation	
	Gambits in teaching	
	English lesson	
	(Students responding	
	to the teacher and	
	found the new	
	vocabulary in each	
Teachi	Gambits expression)	
	24. Classroom	√
ng to	environment more	
the student	interactive than	
	competitive (Teacher	
S	give a game to the	
	students)	
	25. The task is designed in	√
	such a way (Students	
	pay attention to	
	teacher's explained of	
	material of the day and	
	then the teacher asked	
	students to made a	

	dialogue and practice			
	conversation with their			
	partner)	1		
	26. The class size is large	$\sqrt{}$		
	and it is conducive for			
	to students to studying			
	27. Teacher asks students	$\sqrt{}$		
	about what did they			
	learn today. In here,			
	teacher using Linking			
	Gambits and then			
	continue to closing the			
	study			
	28. Teacher gives	V		
Closing	motivation to the			
a lesson	students about learning			
	English and praise			
	everyday			
	29. Teacher greets and the	V		
	students gives closing			
	Gambits expression in			
	greeting teacher about			
	to leaving room			
	29 items	6	ı	ı

TD)	20 TD 1 1 1 1	- 1		
The	30. Teacher and students	$\sqrt{}$		
strengt	were both interactive in			
hs of	teaching and learning			
English	process			
Conver	31. Students more brave to	$\sqrt{}$		
sation	speak up with their			
Gambit	friends using new			
s	expressions of Gambits			
	32. Teacher checks the	$\sqrt{}$		
	students' English			
	Conversation Gambits			
	pronunciation and new			
	vocabulary that found			
	in teaching and			
	learning process			
	3 items		ı	
The	33. The weakness of			The researcher
wea	English Conversation			found that
knes	Gambits for students			there is no
ses				disadvantages
of				of English
Eng				Conversation
lish				Gambits

Con	34.Gambits are the strength	$\sqrt{}$		Because this	
vers	strategy?			formula is	
atio				benefit for	
n				teaching and	
Ga				learning during	
mbi				the English	
ts				class	
	35.The problems that the		V	The students get	
	students face in order to			advantages in	
	practices Gambits during			practice	
	the English class			Gambits,	
				especially for	
				the pronounce	
				and addition in	
				vocabulary	
	3 items				
Total	35 items				

The Observation Check List 5

Date: Thursday, 7th November 2019

Observation Guidelines for Teacher

Teacher : Dra. Tri Budiyanti

Class : X TAV 1

Aspect	Indicator	Yes	No	Note
Openin	1. Teacher asks t	he $\sqrt{}$		
g a	students to sit down	on		
lesson	his/her own chair			
	2. Teacher leads the cla	ss V		
	to sing Indonesia Ra	ya		
	song together, after th	at		
	Pray together to start	a		
	conversation			
	3. Teacher asks who	is V		
	missing today?			
	4. Teacher giv	es $\sqrt{}$		
	motivations to t	he		
	students about students	dy		
	everyday			
Organizi	5. Activities are teach	er $\sqrt{}$		
ng the	centred learning			

activit	6. Teacher notices the		
	students to listen the		
y			
using	teacher attentively		
Englis	7. Teacher's expressions	1	Mostly use
h	during the English		English in
Conve	class were using		practice Gambits
rsatio	English Conversation		expression during
n	Gambits		the class
Gamb	8. Teacher presents the	1	Use Students text
its	new material by		book
Strate	dialogue from new		
gy	chapter of the text book		
	9. The teacher mostly	√	
	uses the target		
	language of English		
	Conversation Gambits		
	in expression during		
	the teaching and		
	learning process		
	10. Teacher mixes the	√	
	language between		
	English and Indonesian		
	in explain the English		
	material of the day		

		1	1
	11. Teacher asked students	√	Directly Speak
	to start a Gambits		after explain the
	dialogue conversation		material of the
	between two people or		day
	more in front of the		
	classroom		
	12. Teacher instructs	$\sqrt{}$	First, teacher says
	students to repeat each		word and then
	line of the new dialog		students repeat
	several times		together
	13. Teacher corrects	√	
	students'		
	mispronunciation by		
	listening students		
	responding the target		
	language		
	14. Teacher instructs	√	
	students to practice the		
	conversation with their		
	partner after that		
	demonstrate in front of		
	class		
Using	15. Teacher uses various	√	Teacher mostly
English	formulas of English		uses 3 kinds

Conver	Conversation Gambits		formulas of
sation	(Opening Gambits,		Gambits strategy
Gambit	Linking Gambits and		signals
s	Responding Gambits)		
	during teaching and		
	learning English class		
	16. Teacher's expression is	V	By practice
	a model of the target		English
	language		Conversation
			Gambits directly
			during the
			teaching and
			learning process
	17. Both of teacher and	V	
	students are active		
	during practicing		
	English Conversation		
	Gambits strategy		
	during the English		
	class		
	18. The teacher teaches the	√	
	students about new		
	expression that were		
	used in English		

	Conversation Gambits			1
	during the English			
	class			
19.	Dialogue is from	V		Teacher also uses
	students' textbook			a book in addition
	English for Vocational			Gambits
	Students			Conversation
				Strategy Theory
				by Eric Keller
20.	Students are passive		$\sqrt{}$	Both of teacher
	than the teacher			and students were
				interactive in
				using Gambits
				expression
21.	Teachercorrects	V		Teacher
	students' errors			corrected
	directly and			student's mistake
	immadiately			carefully
22.	New vocabulary is	V		
	introduced through the			
	expressing that usually			
	Teacher and students			
	used in English			
	Conversation Gambits			

	formula during the		
	English class		
	23. Teacher are using	$\sqrt{}$	
	English Conversation		
	Gambits in teaching		
	English lesson		
	(Students responding		
	to the teacher and		
	found the new		
	vocabulary in each		
Teachi	Gambits expression)		
	24. Classroom	√	
ng to the	environment more		
student	interactive than		
Student	competitive (Teacher		
8	give a game to the		
	students)		
	25. The task is designed in	V	
	such a way (Students		
	pay attention to		
	teacher's explained of		
	material of the day and		
	then the teacher asked		
	students to made a		

	dialogue and practice		
	conversation with their		
	partner)		
		./	
	26. The class size is large	V	
	and it is conducive for		
	to students to studying		
	27. Teacher asks students	V	
	about what did they		
	learn today. In here,		
	teacher using Linking		
	Gambits and then		
	continue to closing the		
	study		
Clasina	28. Teacher gives	V	
Closing	motivation to the		
a lesson	students about learning		
	English and praise		
	everyday		
	29. Teacher greets and the	V	
	students gives closing		
	Gambits expression in		
	greeting teacher about		
	to leaving room		
	29 item	5	ı

The	30. Teacher and students	$\sqrt{}$		
strengt	were both interactive in			
hs of	teaching and learning			
English	process			
Conver	31. Students more brave to	$\sqrt{}$		
sation	speak up with their			
Gambit	friends using new			
s	expressions of Gambits			
	32. Teacher checks the	$\sqrt{}$		
	students' English			
	Conversation Gambits			
	pronunciation and new			
	vocabulary that found			
	in teaching and			
	learning process			
	3 items		•	
The	33. The weakness of			The researcher
wea	English Conversation			found that
knes	Gambits for students			there is no
ses				disadvantages
of				of English
Eng				Conversation
lish				Gambits

Con	34.Gambits are the strength	$\sqrt{}$		Because this
vers	strategy?			formula is
atio				benefit for
n				teaching and
Ga				learning during
mbi				the English
ts				class
	35.The problems that the		√	The students get
	students face in order to			advantages in
	practices Gambits during			practice
	the English class			Gambits,
				especially for
				the pronounce
				and addition in
				vocabulary
3 items				
Total	35 items			

LESSON PLAN

School Name : SMK N 3 Semarang

Subjects : English

Class / Semester : X / 1

Main Material : Describing things

Time Allocation : 3×45 minutes

I. Basic Competence

- 3.4 Understanding the social function, text structure and linguistic structure of simple verbal and written description text types about object descriptionsCapture meaning in simple oral and written description text
- 4.4 Arrange simple oral and written description text about object description by paying attention to social functions, text structure and linguistic elements correctly and in contextArrange a simple dialogue based on the situation that has been providedExplain the expressions used in explaining object descriptionsElaborate on the description of objects

II. Learning objectives

After reading the text about descriptions of famous tourist attractions and discussing, students can understand the contents of the text orally and in writing by asking difficult words and vocabulary according to the context properly and correctly

III. Learning Materials (in the appendix)

- 1. Written text about describing things
- 2. Phrases to describe objects
- 3. Pictures about the shape of objects
- 4. Adjectives in series / adjective orders
- 5. Written Exercise

VI. Steps of Learning Activities

Steps /	Activities	Time
Phases	Activities	Allocation
Preliminary	Apperception and Motivation	
	- The teacher (Opening Gambit) says	5 minutes
	hello followed by (Linking	
	Gambit) asking about the student's	
	condition today and checking the	
	attendance list, then (Responding	
	Gambit) responded by students	
	raising hand and saying "present".	

	- Students pay close attention to		
	the main points / scope of		
	learning material delivered by		
	the teacher.		
	- Students pay close attention to the		
	teacher's explanation of the		
	learning objectives and the benefits		
	of mastering the learning material.		
	MEETING 1		
Core	a. Observing		
	- Students observe objects (books /		
		45 .	
	erasers) which are described in	45 minutes	
	their form by the teacher verbally		
	- Students read and examine text		
	models about objects		
	- Students observe images about		
	objects		
	b. Questioning		
	- With the guidance and direction of		
	the teacher, students question		
	difficult words about objects		
	(During the activities, students and		
	teacher are using 3 kinds of		
	Gambits)		

	- Students practice discussions to	
	find information about other objects with friends	
	c. Exploring	
	- Students look for other sources of	
	text with descriptive	
	characteristics	
	d. Associating	
	- Students compare the descriptive texts	
	that have been found	
	e. Communicating	
	- Students present their work with	
	friends verbally with honesty and	
	responsibility	
	(During the activities, the students use	
	formulas of English Conversation	
	Gambits)	
Closing	- The teacher and students make	
	conclusions about the expressions of	
	identity that have just been learned.	
	(Teacher and students use 3 kinds of	
	Gambits Strategy in the activities)	

	- The following meeting students are			
	required to memorize the dialogue			
	learned today to take the value of			
	speaking skills			
	MEETING 2			
Preliminary	Apperception and Motivation			
	- The teacher says hello followed by	35 Minutes		
	asking about the student's condition			
	today and checking the attendance			
	list. (Opening Gambit) says hello			
	followed by (Linking Gambit)			
	asking about the student's condition			
	today and checking the attendance			
	list, then (Responding Gambit)			
	responded by students raising hand			
	and saying "present".			
	- The teacher recalls the discussion			
	of the previous meeting and			
	learning objectives of the day. (In this			
	activity, teacher and students use			
	Opening and Responding Gambits).			
Core	Exploring			

	- Students relearn topics that are then	
	enriched by saying and using	
	acceptable intonation	
	ommunicating	
	- Students continue the practice of	
	dialogue that was held at the last	
	meeting (During the activities, the	
	students use formulas of English	
	Conversation Gambits)	
	- Students practice completing	
	dialogue.	
Closing	- Students conclude the learning	
	material that has been learned.	
	- Students reflect on the learning	
	activities that have been carried out	
	by filling out an attitude	
	internalization sheet related to the	
	ability of the existence of English	
	as the language of instruction in	
	national communication.	
	- Students reflect mastery of the	
	material that has been learned by	
	making notes mastery of the	
	material.	
	•	

- Students work on written exercises
 (Written exercise)
- Students give each other feedback on the results of the evaluation (Students use 3 kinds of Gambits Strategy in the activities)

V. Media Learning Resources

Media: Real thing (book / eraser) / Image

Tool: LCD

Student Resources: A supportive environment

VI. Learning resources and tools

Teacher-made module

English for everyone.com and other online references

National Examination Questions

Student worksheet

VII. Assessment of Learning Outcomes

- a. Assessment Techniques: observation, written test.
- b. Assessment Procedure:

1. Instrument Engineering and Form

Instrument Form Engineering

	Teknik	BentukInstrumen
•	Attitude Observation	Attitude Observation Sheet and
•	Performance Tests	• Rubrics and Observation Sheets that
•	Written Test	contain the marking criteria Description Test
	Oral test (Speaking)	Dialogues
•	Portfolios	Portfolio Development Guide

Semarang, Juli 2019 Guru Mata Pelajaran

Dra. Tri Budiyanti

NIP. 19670607 200012 2 003

Appendix 1: Teaching Materials (enclosed on Power points)

- 1. Tekstertulistentangdeskripsibenda(describing things)
- 2.Ungkapan-ungkapan untukmendeskripsikanbenda
- 3.Gambartentangbentukbenda
- 4. Adjectives in series/ adjective order

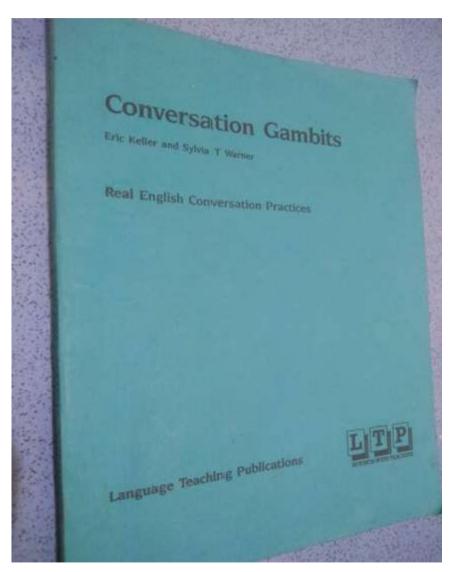
Written Exercise

- A. Order the adjective below!
- 1. a car/ fast/ Italian/ new/ racing
- 2. cups/ Chine/ large/ painted/ round
- 3. girls/ young/ friendly/ Spanish
- 4. awoman/ dillegent/ old/ American
- 5. a temple/ Aztex/enormous/ wooden
- B. Put the adjectives in bracket in the correct position!
- 1. Your sister has (fair/ hair/ beautiful/ long)
- $2. \ The \ teacher \ brought \ some \ (picture/\ narrow/\ frame/\ black)$
- 3. On the table there is (small/ metal/ black/ box)
- 4. His grandparents live in a (lovely/ village/old/ little)

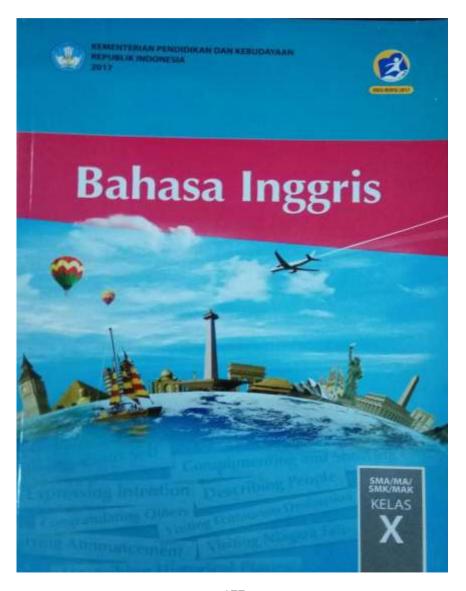
- 5. Anna is wearing (dress/ cotton/ lovely/ white)
- C. Rewrite the sentences in one.
- 1. My father is repairing a box. The box is made of metal. The box is strong but old.
- 2. Jane has brought a vase. The vase is for flowers. The vase is antique, funny, and little.
- 3. My girlfriend is showing me a photograph. It is in color. It is old and dim
- 4. Mr, Adam has a house. The house is in the country. It is small and beautiful
- 5. Mary has a radio. The radio works with the transistor. The radio is fordable and small

Appendix 10

Gambits Book by Eric Keller



Students' Book



Content of the Students' Book

Chapter 4

Which One is Your Best Getaway?



Source: Document Kemdikbud's Pieture 4.1

- Setelah mempelajari Bab 4, siswa diharapkan mampu;
 Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaan.
 Menjelaskan isi deskripsi lisan dan tulis tentang tempat wisats dan bangunan bersejarah dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks deskriptif sesuai kontoks
- penggunaan. Mendeskripsikan secara lisan dan tulis tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaan.

Kelas X SMA/MA/SMK/MAK

Appendix 13

Observation in the classroom



Observation Research



Teacher asked student to stand up in front up the classroom



Appendix 15

Interview with English teacher of 10th Grade (Ma'am Dra. Tri Budiyanti)



Appendix 16 Interview with the students



Letter of Research to DinasPendidikandanKebudayaan



Letter of Research to SMKN 3 Semarang



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Alamat Jl Prof. Hamka Kin 1 Semurang Telp. 024-760) 295, Semarang 50185

Nomor B-6602/Un 10.3/D 1/TL 00/10/2019

Semarang, 14 Oktober 2019

Lamp Proposal Skripsi Mohon Izin Riset Hal

Kepada Yth

Kepala SMK Negeri 3 Semarang

di Semarang

Assalamu alaikum Wr. Wb

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami sampaikan bahwa mahasiswa di bawah ini

Alifa Zakiyya Nama NIM 1503046003

Fakultas Ilmu Turbiyah dan Keguruan /Pendidikan Bahasa Fakultas/Jurusan

The Use of English Conversation Gambits on Teaching Judul Penelitian

Speaking Skills (A Study at first grade of SMKN 3 Semarang

in Academic Year 2019/2020)

1. Nadiah Ma'mun, M.Pd. Pembimbing

2 Sayyidatul Fadlilah, MPd

Sehubungan dengan hal tesebut mohon mahasiswa kami di ijinkan melaksanakan Riset

di Sekolah yang Bapak/Ibu Pimpin.

Demskian atas perbatian dan kerjasamanya disampaikan terima kasih

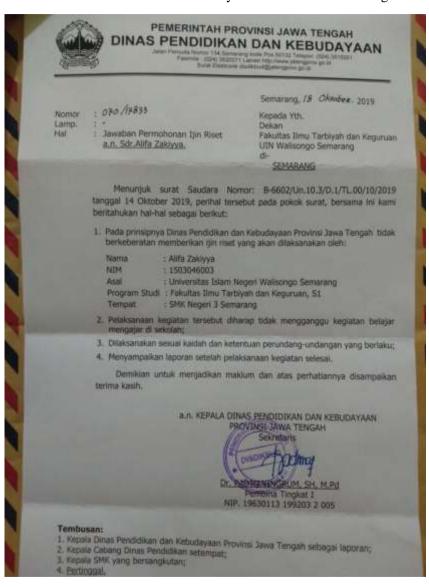
Wassalamu'alaikum Wr. Wb.

Bidang Akademik

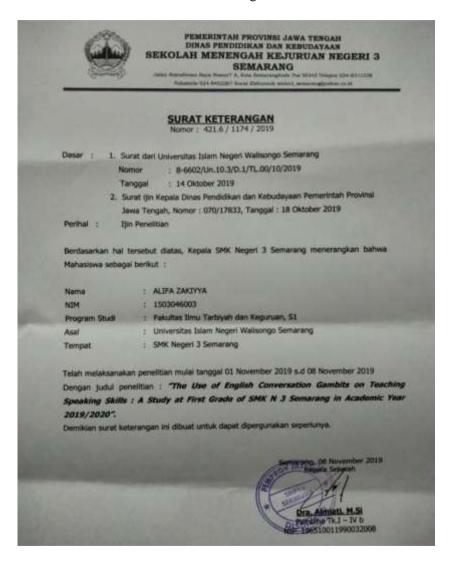
1 Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang/sabagai Iaporan)

2 Arsip

Letter of DinasPendidikandanKebudayaan to SMKN 3 Semarang



Proof of Research at SMKN 3 Semarang



TOEFL Certificate



IMKA Certificate



CURRICULUM VITAE

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5. University : UIN Walisongo Semarang

Semarang.

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