

**THE ANALYSIS OF GAMBITS IN THE ENGLISH COMMUNICATION
BY TEACHERS IN ENGLISH FOREIGN LANGUAGE (EFL)
CLASSROOM
(A Descriptive Research at UPT SMA Negeri 1 Jeneponto)**



A THESIS

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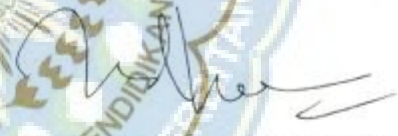
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Day / Date	Chapter	Note	Sign
14/08/2023	-	Abstract & preface	li
	-	Findings & discussion personal	li
	-	Conclusion & Suggestion	li
	-	References	li
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MOTTO

“Whatever you are, be a good one”

DEDICATIONS

“ I dedication this thesis to my beloved parents and my families, to my lovely friends who always support me”



ABSTRACT

AWALIA RASYA FADILLAH. 2023. (Descriptive Research At UPT SMA Negeri 1 Jeneponto). Thesis Department of English, Faculty of Teacher Training and Education. University of Muhammadiyah Makassar. Supervised by Erwin akib And Wildan Burhanuddin

The purpose of this study was to identify the types of gambits used by English teachers in their classroom communication as well as the roles played by those gambits in that communication. This research used descriptive qualitative methodology. Two English teachers at UPT SMA NEGERI 1 JENEPONTO provided the data. The results of the research revealed that (1) There are three sorts of gambits used by students in EFL classrooms, namely opening gambits, linking gambits, and responding gambits, according to the research's findings. (2) Different functions called for the utterance of different types of gambits. First off, opening gambits serve a variety of purposes, including information seeking, intruding, interrupting, acting in sequence, presenting a story, emphasizing a point, shocking an audience with a fact, and expressing one's own perspective. Both interrogative and declarative forms of the functions were used. Second, Linking Gambits included some elements, such as considering the issue, highlighting a point, providing the justification, planning ahead, correcting yourself, demanding explanation, argument and counterargument, seeing the positive side, illuminating the point, using a hesitation phrase, and narrating a story. All the functions were uttered in interrogative and declarative forms. Third, Responding Gambits consisted of several different functions such as right or wrong, crowd reaction, showing interest, communication problem, and accepting a compliment. The Gambits was uttered in the form of declarative form. (3) the function of gambits can motivated and improved the English communication of students.

Keywords : *gambits, types fuction, communication*

ABSTRAK

AWALIA RASYA FADILLAH. 2023. (Descriptive Research At UPT SMA Negeri 1 Jeneponto). Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. University of Muhammadiyah Makassar. Dibimbing oleh Erwin akib Dan Wildan Burhanuddin.

Penelitian ini dilakukan untuk mengetahui jenis-jenis gambit yang diucapkan oleh guru dalam komunikasi kelas EFL dan untuk mengetahui fungsi gambit yang diucapkan oleh guru dalam komunikasi kelas EFL. Penelitian ini menggunakan metode kualitatif deskriptif. Data diambil dari dua guru bahasa Inggris di UPT SMA NEGERI 1 JENEPONTO. Hasil penelitian menunjukkan bahwa (1) ada tiga jenis Gambits yang diucapkan oleh siswa selama proses belajar mengajar di kelas EFL yaitu membuka Gambits, menghubungkan Gambits dan menanggapi Gambits. (2) Setiap jenis Gambits tersebut diucapkan dengan fungsi yang berbeda. Pertama, Opening Gambits memiliki fungsi yang berbeda, seperti meminta informasi, menyela, menyela, bertindak sesuai urutan, menceritakan kisah, hal yang utama, mengejutkan fakta, dan mengungkapkan pendapat pribadi. Fungsi-fungsi tersebut diucapkan dalam dua bentuk, yaitu bentuk interogatif dan deklaratif. Kedua, Linking Gambits terdiri dari beberapa fungsi, yaitu memikirkan masalah, menekankan suatu hal, memberikan alasan, berpikir ke depan, mengoreksi diri sendiri, meminta penjelasan, argumen dan argumen tandingan, melihat sisi baik, mengilustrasikan suatu hal, kalimat ragu-ragu, dan menceritakan suatu hal. Semua fungsi tersebut diucapkan dalam bentuk interogatif dan deklaratif. Ketiga, Responding Gambits terdiri dari beberapa fungsi yang berbeda seperti benar atau salah, reaksi kerumunan, menunjukkan ketertarikan, masalah komunikasi, dan menerima pujian. Gambits tersebut diucapkan dalam bentuk deklaratif. bentuk deklaratif. (3) fungsi gambits dapat memotivasi dan meningkatkan komunikasi bahasa Inggris siswa.

Kata kunci: gambits, jenis fungsi, komunikasi

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LIST OF CONTENTS

COVER	i
APPROVAL SHEET	ii
CONSELLING SHEET I.....	iii
CONSELLING SHEET II.....	iv
SURAT PERNYATAAN.....	vii
SURAT PERJANJIAN.....	viii
MOTTO AND DEDICATION.....	x
ABSTRACT.....	v
ABSTRAK	vi
ACKNOWLEDGEMENTS.....	vii
LIST OF CONTENTS.....	viii
CHAPTER I: INTRODUCTION	
A. Background	1
B. The problem of the research.....	3
C. Objectives of the Research	4
D. Significance of the Research	4
E. Scope of the Research	4
CHAPTER II: REVIEW OF LITERATURE	
A. Previous Research	6
B. The Theoretical Background.....	8

C. Theoretical Framework	25
CHAPTER III: RESEARCH METHOD	
A. Research Design	27
B. Participants Of The Research	27
C. Instruments of the Research	28
D. Technique of Data Collection	29
E. Technique of Data Analysis	30
CHAPTER IV FINDING AND DISCUSSION	
A. Finding	32
B. Discussion.....	35
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	38
B. Suggestions.....	38
BIBLIOGRAPHY	40
APPENDICS	
LATTERS	
CURRICULUM VITAE	

LIST OF TABLES

Tabel 3.1 Observation check list by Dewantoro (2013).....	28
Table 4.1 Gambits expression checklist' first teacher.....	32
Table 4.2 Gambits expression checklist' second teacher.....	33



LIST OF FIGURES

Figur 2.1 Communication Model by Cahyani et al (2023).....	11
Figur 2.2 Conceptual Framework.....	25
Figure 3.1 Developed model of data analysis by Miles and Huberman (2014)...	30



CHAPTER 1

INTRODUCTION

A. Background of the Research

Communication is very important in the process of conveying information to others. In the learning process, verbal communication is used in the learning process such as discussion, presentation, while nonverbal activities are seen in communication such as gesture or expression.

The ability to communicate English in oral form is the main goal in education, teachers have an important role to help students in improving students' communication such as confidence in speaking in class. Teachers also require students to be able to create language structures correctly according to grammar and use language appropriately according to the situation where communication takes place. Therefore, to achieve this, students must be involved in activities that require them to communicate in English. One of the activities that are often carried out to facilitate and support students to speak in English in foreign language classrooms is the class discussion.

Class discussions provide a good opportunity for students to communicate in English interactively through the use of verbal language by sharing ideas on a particular topic. However, communicating and conveying ideas in English which is not the students' native language is sometimes a problem and makes students less active. Hence, the importance of the

teacher's role to improve students' communication such as discussing in class. In helping students achieve learning goals, especially in terms of developing communication skills, teachers need to develop and create learning methods. Communication skills cannot be taught simply by teachers talking, but more than that teachers must provide direct experience to students (learning by doing).

As stated by Gall and Gillet (2001) that students do not dare to actively participate in discussions because they feel unable to use language and are afraid of making the wrong contribution. Furthermore, Enciso (2012) argues that students' inability to participate in discussions is due to their low ability to use oral conversation to take and understand turns, negotiate, reach agreements, and share opinions. They have problems in constructing language due to lack of vocabulary. English words. state words in English. According to Weheba & Kader (2007), "communicating during the teaching and learning process encourages students to connect the concepts they learn and apply those concepts to their lives." When lecturers communicate with students, they not only use words and grammatical structures; they also demonstrate the act of using those words and phrases to convey meaning through their words. In this scenario, both lecturers who speak and students who listen, or vice versa, sometimes both have the desire to make their communication in the classroom feel comfortable, natural, and fun.

Gambits are one technique to let communication between a teacher and students feel more natural, pleasurable, and at ease. To put it another

way, people must be aware of gambits in order to carry out effective communication that flows organically. Gambits also express the speaker's interpersonal meaning. Gambits might also serve as a reminder of what the speakers had planned to say. It's fascinating to see people use gambits in speech since it shows both their aptitude and how naturally they communicate. We utilize gambits to establish a topic of conversation, link what we have to say to what someone else has just said, to agree or disagree, and to answer, as stated by Keller and Warner (1988). transmit a message. We utilize gambits to introduce the subject of conversation, to connect what we are saying with what someone else just said, to show agreement or disagreement, and to respond to what we have heard, according to the statement. Messages are communicated by people. They communicate using sentences, and each sentence must make sense in relation to the others. Every sentence has a unique purpose or even has a unique interpersonal.

The statement is in line with the statement of Dewantoro (2013) who states that “gambits help to build logical relation or as a link to our idea and other people’s idea”. It will be differentiate the delivery of information coming from the human’s speech and the books. He also added that “people’s utterances will be made more meaningful by using gambits in communication because without them acommunication sounds flat and clumsy”.In the other word, if the people never use gambit in their communication,they are personwho has very direct, abrupt, and even rude.

Gambits are usually used to start a conversation. Most people place great importance on sentence structure and language. They neglect to teach important skills such as starting, maintaining and closing communication. It is important to use gambits in classroom communication not only to start, sustain and close conversations, but also to develop expressive and meaningful utterances that flow naturally when spoken. "Gambits also have a politeness function," according to Dufon (1995), "as they can be applied to indirectly encode social status, which in many cases would be considered impolite if encoded directly." Chalak and Norouzi (2014) state that "gambits can influence the process of determining the social status of a person. In conclusion, gambit is a device that acts as (a) a discourse organizer to introduce what the speaker is going to say, (b) a strategy to keep the communication smooth, and finally (c) a pause filler that provides a pause while the speaker searches for words or tries to hold a turn. All of these statements show that gambits have a very important role in communication.

B. The Problem of the Research

Bordage and Dawson (2003) emphasize that "the single most important component of a study is the research question". Therefore, the researcher formulated the problem of the research question as follows:

1. What types of gambits are spoken by the teachers in the EFL classroom communication?
2. What are the functions of gambits spoken by the teachers in the EFL classroom communication?

C. Objectives of the Research

To deal with the statements described above, the objectives of the research are formulated as follows:

1. To find out the types of gambits spoken by the teachers on the English Foreign Language classroom communication.
2. To find out the functions of gambits spoken by the teachers on the EFL classroom communication.

D. The Significances of the Research

1. Theoretical significance

This research is expected to help English teachers in developing knowledge about English learning strategies in EFL classrooms.

2. Practical significance

Teachers will gain significant information about gambits used in the teaching process and support them to build natural English communication situations among students as well as provide resources in developing English language learning in the classroom.

E. The Scope of the Research

According to Simon and Goes (2013) "the scope of the study refers to the parameters within which the study will operate". Therefore, the researcher will limit the scope of this study to the use of gambits spoken by teachers in EFL classes at UPT SMA Negeri 1 Jeneponto mainly to find out the types and functions of gambits produced by the respondents.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Researches

A number of earlier research have covered gambits. A research titled "The Main Female's Ambition in The Queen's Gambit by Scott Frank" was done by Nadya Malika Putri (2022). According to her, gambits are words or phrases that help conversation flow by providing the speaker space to gather their ideas, keep or surrender the floor, make a point, or decide the purpose of a particular statement. This study examined (1) whether gambit usage in Spanish can be effectively taught in the classroom, making students able to use gambits appropriately in impromptu conversations; and (2) how the type of interactional situation (a friendly discussion compared to a complaint) affected the use of gambits.

Middle-level students were the participants. The research design was continuous measurement. According to this study, it is possible to instruct students on how to apply gambits in the classroom effectively and appropriately. In addition, students' capacity to develop gambits in spontaneous interactions and the types of gambits they create vary, depending on the nature of the interactional situation.

Chalak and Zahra Norouzi (2014), "Contrastive Analysis of Gambit Use by Native Speakers of English and Persian". They discovered that one of these phrases, gambit, serves as a starting word and aids speakers in maintaining the fluidity of everyday dialogue. Speaking interference can

result from a lack of skill in using gambits to maintain communication. This study compares how native English and Persian speakers employ certain gambit categories. The findings of this study indicate that in order to talk more clearly and engage in meaningful conversations with others, language learners must master gambit expressions.

Furthermore, Zohre G. Shooshtari, Mehran Memari, Bita Asadi (2015) "a comparative study of university and institute EFL Students' use of gambits". They found that speaking activities are done spontaneously and there is not much time to plan or even organise the speech that the speaker wants to deliver. It has also been recognised that people speak in their own style. Gambit refers to a word or phrase that facilitates the flow of speech by giving the speaker time to organise his or her thoughts, set up or allow the speaker to speak, or determine the function of a statement.

The purpose of this study was to compare and contrast different categories of gambits and their functions used by learners of English. The participants of this study consisted of two groups of upper secondary level students, namely university students (US) and language institute students (LIS) who were involved in the process of discussion sessions.

To determine the frequency of gambits and identify their functions, the recorded data were analysed using Keller and Warner's (1988) classification of gambits in conversation, the results of Chi-square test showed a significant difference between UIUS and UILIS based on the occurrence of gambit categories. The the results of this study, it is suggested

that English teachers encourage students to use a variety of comprehension strategies when participating in various cooperative activities in order for them to convey their ideas effectively.

The similarities between the earlier studies mentioned above and this study are that both use gambit as their area of investigation. The only way this study differs from earlier studies is by focusing solely on the forms and purposes of gambits in EFL classes. The research subjects are also different. The current study investigates the use of gambit in college students' communication in EFL classrooms. Previous research examined the use of tactics in gambit, gambit similarities, and young learners' discussions.

B. The Theoretical Background

1. Communication

According to Desti (2018), "everything people have ever achieved and everything they will ever achieve is related to communication with others". Bhasin (2020) said that "communication in teaching and learning encourages students to make connections between the concepts they have learnt and apply them to their own lives". Lunenburg (2010) explains that "communication is the process of transferring information and shared understanding from one person to another".

Furthermore, Hahn et al (2020) argue that "communication can be seen as an active process, influenced by all the complexities and ambiguities of human behaviour". Effective communication often results in more

meaningful friendships, smoother and more rewarding relationships with people in and out of work, and an increased ability to fulfil personal needs. Bhasin (2020) also states that "the ability to fulfil a wide range of personal needs arises primarily from the ability to communicate". From the definitions above, it can be said that communication is the process of conveying one's thoughts and feelings to others to obtain information.

a. The Nature of Communication

Communication is an important part of human civilisation and a means of cultural transformation. According to Cormier and Langlois (2022) explains that "Communication using language can be done in two ways, namely orally and in writing." In the context of language learning, it is generally believed that to communicate in writing (writing) is more difficult than orally (speaking), thus suggesting that writing is a more complicated language skill compared to speaking. However, in reality, according to Park (2022) says "although the complexity of spoken and written language is different, the difference does not indicate that one is easier than the other". Speaking involves paralinguistic features such as tamber (breathing, creaking), voice quality, tempo, loudness, gestures and facial expressions, as well as prosodic features such as intonation, pitch, stress, rhythm and pauses, which are absent in written language. Therefore, spoken language that utilises variety and flexibility is actually as complex as written communication, i.e. each is complex in its own way. Moreover, both types of linguistic communication methods are very

important. According to Byrne (1980), that speech, not writing, is the preferred method of communication among members of society for expressing ideas as well as for social interaction. A part from its role as a form of communication in itself, writing is a method for documenting speech., in spite of its function as a medium of communication in its own right.

According to Harmer (1991), there are three reasons why people communicate. First and foremost, people communicate because they have something to say. According to Harmer, the term "want" indicates the speaker's conscious desire to reach out to others with a message. People speak simply because they don't want to remain silent, to put it simply. Secondly, people speak because they want to speak for a reason. Having a communication goal indicates that the speaker wants their words to have an effect. For example, they might make a request when they need help from others, or a command when they want others to perform an action. According to Harmer (2001), that when communicating, the message to be conveyed and the effect to be achieved are two very important things: the message to be conveyed and the desired outcome.

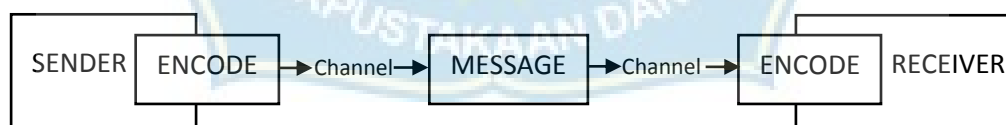
Finally, when people speak, they select language from their environment. The desire to speak (the first reason) and the goal to engage in communicative activities (the second reason) lead to the third reason,

which is that they will choose appropriate language expressions to communicate with other individuals because they have language storage.

b. The Process of Communication

According to Cahyani et al (2023), "communication is a process that involves at least two people and begins when one of them wants to communicate with the other." Communication begins with a person's desire to share mental images with another person. Ideas, thoughts, visuals, and emotions are examples of mental images. The sender is the person who wants to communicate. In order to transmit an image to another person, the sender must first convert or translate the image into the form of symbols that the receiver can understand, these symbols are often words, but can also be pictures, sounds, or sensory information (e.g., touch or smell). Only through symbols can the sender's mental images have meaning to others. The process of translating images into symbols is called encoding.

Figur 2.1 Communication Model by Cahyani et al (2023)



c. How Communication Break Down

Jossey (1999) states that "if everyone has the same experiences, all messages will be encoded, transmitted, and interpreted in the same way". Symbols would mean the same things to everyone, and all communication would be received as intended by the sender. However,

people have different personal histories, ways of experiencing things, and emotional responses, which cause differences in the way communication is enacted, transmitted, received, and understood. Different people attach different meanings to the words, images, sounds and gestures used during communication.

2. Gambits In Communication

a. Definitions Of Gambits.

The phrase “gambit is kind of expression or routine formula as a set of signals in language” originates from Keller (1988). It serves as a cue for the speaker’s upcoming words or phrases as well as a social cue for the interaction between the speakers.

Dewantoro (2013), argue that ‘gambits also supports the subject of our communication or as the oil in the communication that keeps the communication running smoothly’. Keller (1988) defines gambits “as a certain set of signals in the conversationalist speech, used to introduce level shifts within the communication or to prepare listeners for the next turn in the logical argument”. Hornby (1995) states that “gambits are the opening move in any situation that is calculated to gain an advantages”. Gambits can make spoken English more natural and make it easier for foreign language learners to carry on a communication. Coulmas (1981) “Another function is to give the speaker time to find word for his idea and they also act as fillers”.

Obviously, gambits are expressions that usually precede the speech. Definitely the forms of gambit are short words or single words, phrases and clauses. In general, gambit functions as an introduction to certain topics, therefore the listeners become ready to receive the information. By applying gambit in speech, the communication being made sounds more natural.

Pohaker (1998) states that “ gambits and routine formulae deserved attention on foreign language teaching apart from distinguishing an eloquent speaker”.He also added “the acquisition of gambits might be of advantage to any foreign language learner: A speaker who knows how to use them skillfully may gain time to think of what to say next”.Although routine formulae did not convey a lot of information,they help to give the impression of greater fluency than was actually there. Furthermore, the use formulaic language signals that the speaker is a cooperative member of the conversational group (Coulmas, 1981).

It is important that every time gambits is available in the daily communication not only in order to support the naturalness but also to make the communication meaningful and easy to understand. Moreover, it is very helpful to construct an expressive and smooth communication and by using gambits.

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 consistent with the objectives of the research. Therefore, the researcher wants to make a definition that “gambit 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”.

c. Types of Gambits

According to Keller (1988), 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 gambit is the following:

1) Opening gambits

This type of gambits is used to introduce ideas to the communication or even during the communication. Keller (1998), state that “Opening gambit helps us to introduce ideas into the communication”. It was used to lead into something that we have on our mind because the beginning of a communication was usually the most difficult part for most people. This kind of gambit is needed to start a communication. Opening gambits are used not only to start a communication, but also to introduce new opinions during a

communication or the speakers may want to add a small piece of information. Furthermore, there were several classifications in opening gambits (Keller, 1998), such as:

a) Asking for Information

The gambits' expressions:

Do you know...?, Could you tell me...?, Could you find out...?, Could I ask...?, Do you happen to know...?, I'd like to know..., I'm interested in.

b) Breaking in

The gambits' expressions:

Excuse me, ..., Sorry..., Excuse me for interrupting, but..., May I interrupt for a moment?, ..., please!, Certainly...

c) Interrupting

The gambits' expressions:

Anyway..., In any case..., To get back to what I was saying..., Where was I..., I'd like to comment on that..., Sorry, but..., Excuse me for interrupting..., Can I add something...?, Can I add here that..., I'd like to comment on that..., Can I say something?, I'd like to say something if I may..., Can I ask a question?, May I ask something?

d) Getting information on the phone

The gambits' expressions:

I'm calling to find out..., I'd like to ask..., Could you tell me...?,
 I'm calling about..., I was wondering if you could tell me..., I'd like
 to talk to somebody about..., I wonder if you could help me...?

e) Action in order

The gambits' expressions:

First of all..., Then..., Next..., After that..., Finally... , Make sure
 you..., Be careful not to... , Remember to..., Don't forget to...

2) Linking Gambit

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 this kind of gambits. The classifications of linking gambits:

a) Think about problem

The gambits' expressions:

In case like this..., In a situation like this..., In this sort of situation...,
 I see..

b) Emphasizing a point

The gambits' expressions:

That's just the point..., But the question is..., But the real question
 is... , This raises the problem of..., But can't you see...

c) Adding things

The gambits expression:

To start with..., And another thing..., What's more..., Just a small point..., Perhaps I should mention..., Oh, I almost forgot...

d) Give a reason

The gambits expression:

Also..., In addition..., Not only that, but..., And besides..., And another thing..., Not to mention the fact that..., Plus the fact that..., Not only that, but..., Because...

e) Have you got a good reason?

The gambits expression:

Starting: The reason why..., that is why..., for this reason...,

Continuing: Because of that..., that's the reason why...,

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 several classifications, there were:

a) Right or wrong

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...

b) Crowd reaction

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!

c) Getting to know someone

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...

d) Can I help you?

The gambits' expressions:

I'm afraid I 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.

e) The love best

The gambits' expressions:

Strong agreement: Of course I would..., I certainly 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.

Mild disagreement: Probably not, I don't think so, I doubt it.

Strong disagreement: Never in million years, Not on your life!, Not even if you paid me!

f) I haven't a clue

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.

g) It serves you right

The gambits' expressions:

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

h) Being Sympathetic

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.

4) The Purpose of Gambits

In general, gambits' purpose as introducer to certain topics, more specifically the purposes of gambits can be stated as follows (Keller, 1988)

a) Semantic Introducer

As semantic introducer, gambits indicate the general frame of the topic which was about to be broached in the communication. In detail, a topic could for instance be framed in terms of personal opinion. For examples: 'many people think', 'in my opinion', 'the real question is', and 'it's my opinion'.

Obviously, gambits could be used to signal a wish to end the communication. Gambits might also signal person's state of consciousness. The listener, for example, may say: 'Yes?' or 'Yes', 'I'm listening!' and the function indicated their readiness to listen to the following information.

b) Communication Control

The function of gambit 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.

c) Purpose of Assuring

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.

d) Filler 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 gambit as filler or to avoid pause in their communication. The examples: 'well' and 'umm'.

e) Hearer Supportive Devices

Gambit could function as hearer supportive devices which are proposed by the hearer to show his interest. The examples are: 'really!', 'oh', and 'indeed'.

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 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'. Gambits could either fulfill only one of these functions or combine various strategies.

The marked expression 'I'd like to add something to that', for instance, would thus determine the semantic frame of subject expansion and the social context 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.

D. 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 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 and speech function in an 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.

Communication is a natural, it is an amazing process. Communication is similar to Bluetooth wireless technology between the speaker and the receiver of a message. If the message is passed 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 are withdrawn” (Schunk, 2011, as cited in Santrock, 2010). Yorio (1980: 437) proposes that gambits are the formulaic expressions which are used not only as the strategy to organize written or oral text but also as the strategy for conversational interaction. Yorio’s idea emerges the importance of gambits in relation to the interactional function of a conversation which focuses on establishing and maintaining social relationship.

Factors that Influence the Choice of Gambits People involve in a large number of communication that requires them to use different variation of language. In language learning, the ability to use the appropriate variation of language is one of the measurements of fluency. In this case, someone is considered to be fluent in speaking a certain language when he is able to match the language used to the settings where the communication takes place, to the persons whom he talks to, and to the context in which the language is being used. Gambits, just like other language features, also have a large variation. According to Keller (1981), to choose the appropriate gambits to be used in a communication, someone should consider two important factors; situation and participants/audiences.

The first factor proposed by Keller (1981) in choosing the appropriate gambits is the situation. Gambits should be used based on the context and the situation of the communication. Supporting Keller's (1981) idea, Muller (2005) gives the example on the difference use of two gambits commonly uttered for doing interruption; "Excuse me for interrupting" which is more appropriate to be used in formal situation and "wait a minute" which is more suitable in informal and familiar context. Another support comes from Edmonson and House (1995) who underline the effect of using inappropriate gambits toward the speaker. Further they explain that when a speaker uses gambits inappropriately to the situation, the speaker may be regarded as uncooperative and impolite.

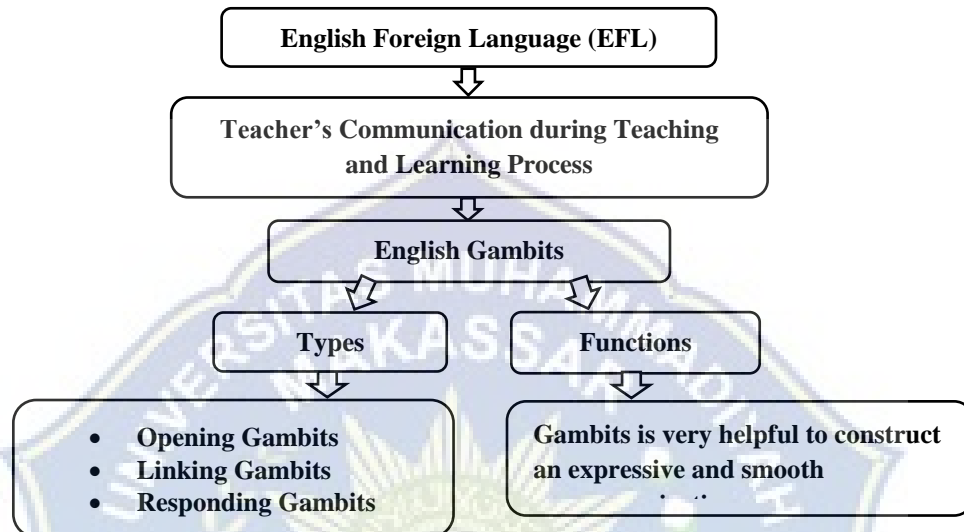
The second factor mentioned by Keller is participants/ audience. The social role occupied by the participants within the group and the size of the audience are two aspects necessary to be considered at this point. What is said by Keller as social role has been further explained by Brown (2003). According to Brown, social role implies someone's position in a group, for instance as teacher or student in the classroom, as manager or employee in an office, or as parent or children in a family. Those roles may affect the language choice to be used in the communication.

Besides social role, the size of the audience also influences the choice of gambits. Keller states "several gambits are marked for use with a single listener, while with a larger audience, the unmarked form might be used." For instance, to offer a suggestion to a single audience, one might say "If I were

you,” while for more than one audience, one might choose the unmarked form “why not....”.

C. Conceptual Framework

Figur 2.2 Conceptual Framework



Weheba & Kader (2007) state “communication in the teaching and learning process encourage students connect the concepts which they learn and apply the concept into their life”. In communicating with the learners, the teachers would not merely bring out some utterances involving grammatical structures and words but they also present actions through those utterances in order to send the messages by their utterances (Zhao and Throssel: 2011).

The theoretical framework above show the process of research in the teaching and learning process in ELF classroom that focus on teachers communication. In this research, the researcher using gambits to find out types of gambits and the functions of gambits spoken by the teachers to make teachers speak more natural and make it easier for foreign language learners to carry on communication There are three types of English gambits in this

research that will be observed by the researchers, namely opening gambits, linking gambits, and responding gambits. Those types of gambits will be helpful to construct an expressive and smooth communication.



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

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, analyzes words, reports detailed views of informants, and conducts the study in a natural setting”.

Therefore, qualitative method used in this research highlight discourse analysis since the researcher explored the gambits used by the teachers in the classroom, and examined what types and functions of gambits uttered by the teachers. The explanation of the research results made in the form of descriptive therefore, the readers obtained complete information.

B. Participants Of the Research

In these case, the participants of this research were the teachers at class X MIPA 2, MIPA 3 of SMA Negeri 1 Binamu. The researcher observed and investigated deeply all the communication spoken by the teachers during the learning process. In addition, the teachers of these class were selected as research participants because based on the preliminary research were conducted by researcher and to new the teachers well.

C. Instrument Of the Research

In this research, there were several instruments employed to supported the research. They were as follows:

1. Observation Checklist

To observed the functions and utterance containing conversation gambit easily and appropriately, the data (The types and the functions of gambit) classified in observation check list. The use of observation check list to make the order to obtained the types and the functions of gambit. Here were the outline of the observation checklist:

Tabel 3.1 Observation check list by Dewantoro (2013)

No	Utterance	Types of Gambits			Functions
		O	L	R	
	Total				

The researcher classify what were the types and functions of gambits occur based on the data took from the observation check list. From the observation check list was known what gambits were frequently used by the teachers. The utterances containing gambits were took out from the transcription.

2. Interview

The second instrument used in data collection of this research was interview that consisted of three items. The interview was conducted after doing the observation which aims to know the function of gambits

spoken by the teachers in the EFL classroom communication. There were two teachers that interviewed. The researcher asked them some questions about their responded towards gambit's function used by the teachers at least 10-15 minutes.

D. Technique of Data Collection

Dealing with the form of data namely conversational data, the researcher did some steps in collecting the data. They were as follows:

1. Observing the use of gambits by teachers in the class

At first, the researcher found the information of the class schedule. Then, the observation time can be determined. The observation conducted during the teaching process. In this situation, the researcher observed all the teachers' utterances by using the observation checklist that have been prepared.

2. Transcribing the utterance of gambits spoken by teachers from the teaching process.

Transcription was a fundamental stage on the way to their interpretation (Flick: 2009). Therefore, the data of utterances collected from the observation transcribed in the form of transcriptions. This stage was conduct to facilitated the researcher to analyze the types and functions of gambits uttered by the teachers during the teaching process in EFL classroom communication.

3. Interview the teachers towards the functions of gambits in EFL classroom communication.

After transcribe the utterance of gambits spoken by teachers from the teaching process, the researcher interviewed the teachers toward the

function of gambits. The researcher asked three questions to English Teachers.

E. Technique Of Data Analysis

Miles and Huberman (2014) developed a model of data analysis (Figure 2) that assisted the researcher by providing a visual reference as to how data can be tackled.

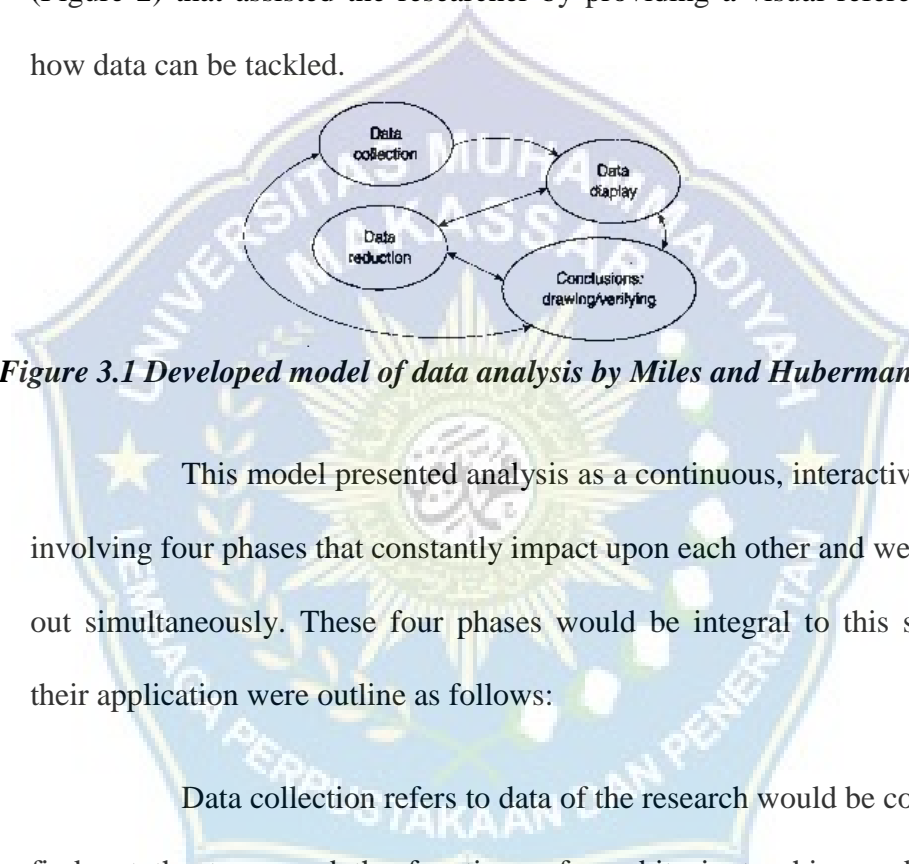


Figure 3.1 Developed model of data analysis by Miles and Huberman (2014)

This model presented analysis as a continuous, interactive process involving four phases that constantly impact upon each other and were carried out simultaneously. These four phases would be integral to this study and their application were outline as follows:

Data collection refers to data of the research would be collected to find out the types and the functions of gambits in teaching and learning process. Data reduction refers to the process of selecting, focusing, elaborating, abstracting, and trans forming the data that show in transcription. In this point, the teachers' communication in EFL class during the lecturing process would be selected by the researcher in the form of transcription.

Data display refers to organizing and compressing assembly of

information that leads conclusion drawing and actions. Therefore, the researcher would classify and group the selected conversation then it will be analyzed and stated in the form of sentences.

Conclusions were also verified as the analyst proceeds. Verification might be as brief as fleeting second thought crossing the analyst mind during writing. In this final stage, the researcher would draw conclusion based on the result of the previous stage.



CHAPTER IV
FINDING AND DISCUSSION

A. Finding

1. Observation Checklist

The researcher has observed at class MIPA 2 and class MIPA 3 with two different teachers of UPT SMA Negeri 1 Jenepono. Researcher found some utterances at class MIPA 2 (first teacher) in observation checklist and it showed the use of gambits as follows:

Table 4.1 gambits expression checklist' first teacher

No	Utterance	Type of Gambits		
		O	L	R
1.	Do you know the expressions to use when asking for help?	✓		
2.	Can you tell me what is the last of material, please?	✓		
3.	That's just the point of expressions for offering help		✓	
4.	Yes, exactly please study more, so you can make a good dialogue		✓	
5.	That's very true you did a good job.		✓	
6.	After that please make a dialog of expressions for offering help.	✓		
7.	Oh, I almost forget to give you assignment.		✓	
8.	That's orrect, good job			✓
Total				

The researcher also found the use of gambits at class MIPA 3 as follows:

Table 4.2 Gambits expression checklist' second teacher.

No	Utterance	Types of Gambits		
		O	L	R
1.	Do you know about the material?	✓		
2.	Good job			✓
3.	Nice, very good.			✓
4.	Thats correct.			✓
5.	Great, excellent.			✓
6.	Yes, exactly.			✓

1. Interview

Teacher 1

1. What is your opinion about gambits?

Teacher: Gambits are words or phrases that help us to express what we want to express, gambits can introduce the topic of a conversation, to relate what we have to say to the other person, to agree or disagree, to respond to what we have heard.

(Gambit adalah kata atau frase yang membantu kita untuk mengungkapkan apa yang ingin kita ungkapkan, gambit dapat memperkenalkan topik dari sebuah percakapan, untuk menghubungkan apa yang harus kita katakan kepada orang lain, untuk menyetujui atau tidak menyetujui, untuk merespon apa yang telah kita dengar).

2. What kind of gambits do you use?

Teacher: The type of gambit I use is opening, linking, and responding gambits because it can connect one's own ideas with other

people's ideas so that the discussion can continue because there will be agreement or disagreement on certain topics.

(Jenis gambits yang saya gunakan adalah opening, linking, dan responding gambits karena dapat menghubungkan ide sendiri dengan ide orang lain sehingga diskusi tetap berlangsung karena akan ada kesepakatan atau ketidaksepakatan tentang topik tertentu).

3. Do students more understand the material after using gambits?

Teacher: Yeah.., students easily understand the material because I often make them perform for every task and making discussion groups in class which is very helpful for exchanging opinions and students are more active in class.

(Yah, siswa lebih mudah memahami materi, karena saya sering membuat mereka tampil setiap tugas yang saya kasih dan membuat kelompok diskusi dikelas sangat membantu untuk saling tukar pendapat dan siswa lebih aktif dalam kelas).

Teacher 2

1. What is your opinion about gambits?

Teacher : Gambit is a word or an utterance that helps to show what we are trying to say to open a conversation.

(Gambit adalah sebuah kata atau ujaran yang membantu menunjukkan apa yang ingin kita katakan untuk membuka percakapan.)

2. What kind of gambits do you use ?

Teacher : The type of gambits I use is opening gambits and responding gambits. When I start the class, first I provide the ice breakings so that students will have more energy and a little fresh.

(Jenis gambit yang sayagunakanadalah gambit pembuka, sehingga siswa merasa sedikit lebih berenergi dan sedikit segar.

3. Do students better understand the material if using gambits ?

Teacher : Yes, student easily understand the material.

B. Discussion

1. The first table above show some utterances that was spoken by the first teacher. The utterances were devided to three types of gambits. They were :

a. Opening gambits

There were three types utterances that showed the use of opening gambits, they were:

- 1) Do you know, how is expressions for asking help?
- 2) Can you tell me what the last of material, please.
- 3) After that please make a dialog of expressions for offering help.

The utterances of opening gambits was said by the teacher to know how the extent of students mastery of the next material that they would be learnt, it was about asking and offering helping, whether students already know the material or not. This utterance was called as opening gambits

because it helps the students to start the class through beginning communications and lead them to know the new material.

b. Linking Gambits

The teachers used two utterances linking gambit, they were:

- 1) That's just the point of expressions for offering help.
- 2) Oh, I almost forget to give you assignment

Linking gambits used to move in a different direction, or give someone else a chance. Linking gambits also were used to tie what has just been said.

c. Responding Gambits

The teachers used three utterances of responding gambits, they were:

- 1) Yes, exactly please study more, so you can make a good dialogue.
- 2) That's very true you did a good job.
- 3) That's correct, good job

These gambits are used to give respond to the other students. They are used to give the students' conversational partner some feedback about what the speaker is saying.

2. The researcher also did an observation toward second teacher at class X MIPA 3, and the result of observation checklist showed that the second teacher just used two types gambits. They were opening and response gambits.

a) Opening gambits.

The utterance of the second teacher were :

“Do you know the material?”

There was a little bit differentiation between the first teacher with the second teacher. The second teacher was more lack of utterance and did not talk too much as good as first teacher. She was just opened the class by greeting and directly started the class by beginning the new material. So, the students just followed the teacher's instruction and explanations.

b) Response gambits

The utterance of the second teacher showed more response gambits, such as :

- a) Good job
- b) Nice, very good.
- c) Thats correct.
- d) Great, excellent.
- e) Yes, exactly.

Students showed more enthusiastic in answering the teacher's questions the teacher gave some response toward the students' answering.

3. The process of interview was held at the classroom after the learning process by the researcher and the result showed that gambits can improve and motivated the English communication of students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion of findings of the research and the other deals with suggestion.

A. Conclusion

Based on the findings and discussion, the researcher concludes that not all English teachers at UPT SMA Negeri 1 Jeneponto.

The conclusion of this research is based on the research questions. This research has two questions. The first question was related to the types of gambits uttered by the teachers in EFL classroom communication. The second question is related to functions of gambits uttered by teachers in EFL classroom communication. There are three types of gambits found in EFL classroom communication during the lecture process, namely opening gambit, connecting gambit, and responding gambit. Responding gambit for each type of gambit spoken by teachers in EFL classrooms EFL class during the lecture process consists of different functions.

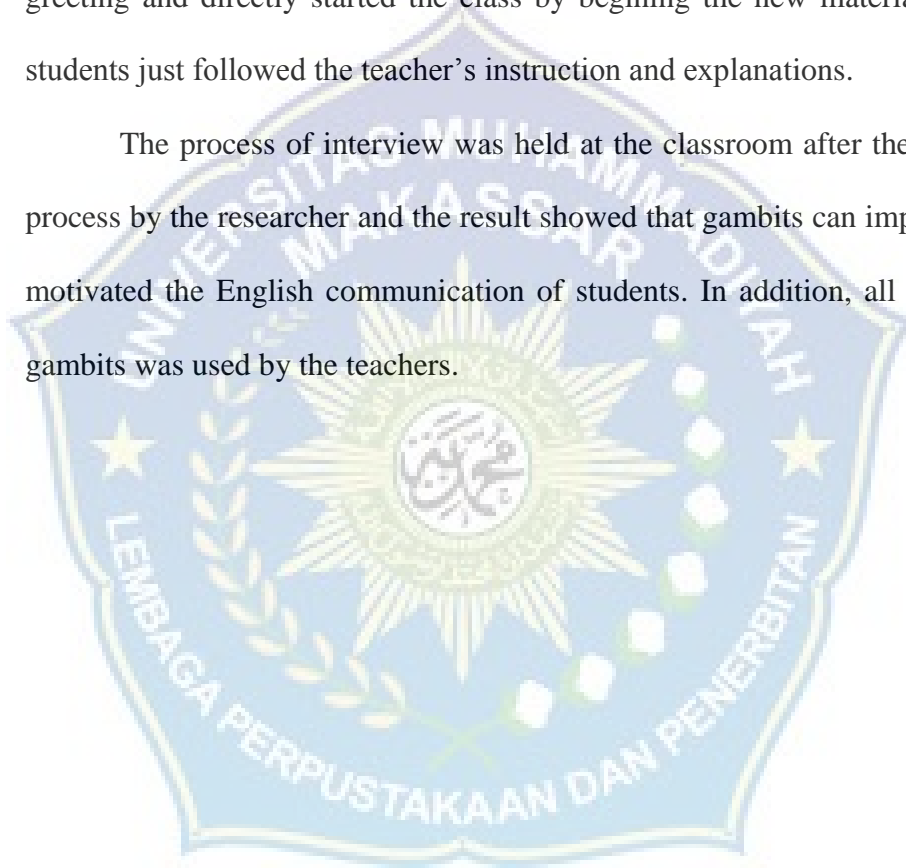
B. Suggestions

Based on the result of the research, some suggestions which hopefully will give The utterances of opening gambits was said by the teacher to know how the extent of students mastery of the next material that they would be learnt, it was about asking and offering helping, whether students already know the material or not. This utterance was called as opening gambits

because it helps the students to start the class through beginning communications and lead them to know the new material.

There was a little bit differentiation between the first teacher with the second teacher. The second teacher was more lack of utterance and did not talk too much as good as first teacher. She was just opened the class by greeting and directly started the class by beginning the new material. So, the students just followed the teacher's instruction and explanations.

The process of interview was held at the classroom after the learning process by the researcher and the result showed that gambits can improve and motivated the English communication of students. In addition, all types of gambits was used by the teachers.



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and Culture, (32),88–95.

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University and Institute EFL Students' Use of Gambits*. Modern
Journal of Language TeachingMetho.



A

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Instrument of the Research

A. Observation Checklist

Teacher : Topic :

Observer : Date :

Class : Time :

No.	Utterance	Types of Gambits		
		O	L	R
1.				
2.				

(Sugiyono,2009)

B. Interview

1. What is your opinion about gambits?
2. What kind of gambits do you use ?
3. Do students better understand the material if using gambits ?

(Hakimin,2018)

APPENDIX A

INTERVIEW

1. Apa definisi gambits menurut anda?
2. Jenis gambits apa yang anda gunakan?
3. Apakah siswa lebih memahami materi jika menggunakan gambits?



APPENDIX B

Name teacher 1 : RAHMAN,S.Pd.

Date : 27 AGUSTUS 2022

THE RESULT OF INTERVIEW

Researcher : Apa definisi gambits menurut anda?

Teacher 1 : Gambit adalah kata atau frase yang membantu kita untuk mengungkapkan apa yang ingin kita ungkapkan, gambit dapat memperkenalkan topik dari sebuah percakapan, untuk menghubungkan apa yang harus kita katakan kepada orang lain, untuk menyetujui atau tidak menyetujui, untuk merespon apa yang telah kita dengar

Researcher : Jenis gambits apa yang anda gunakan?

Teacher 1: Jenis gambits yang saya gunakan adalah linking gambits karena dapat menghubungkan ide sendiri dengan ide orang lain sehingga diskusi tetap berlangsung karena akan ada kesepakatan atau ketidaksepakatan tentang topik tertentu. Selain itu, gambit ini juga digunakan untuk memberikan kesempatan kepada siswa lain untuk berbicara atau mengambil giliran untuk memberikan pendapat agar semua siswa aktif dalam pelajaran karena siswa semuanya berperan ketika saya menggunakan linking gambits.

Researcher : Apakah siswa lebih memahami materi jika menggunakan gambits?

Teacher 1 : Yah, siswa lebih mudah memahami materi, karena saya sering membuat mereka tampil setiap tugas yg saya kasih dan membuat kelompok diskusi dikelas sangat membantu untuk saling tukar pendapat dan siswa lebih aktif dalam kelas, karena semuanya berperan



APPENDIX C

Name teacher 2 : RAHMAWATI,S.Pd.

Date : 29 AGUSTUS 2021

THE RESULT OF INTERVIEW

Researcher : Apa definisi gambit menurut Anda?

Teacher 2 : gambit adalah sebuah kata atau ujaran yang membantu menunjukkan apa yang ingin kita katakan atau ucapkan yang dimaksudkan untuk membuka percakapan.

Researcher : Jenis gambits apa yang anda gunakan?

Teacher 2 : Jenis gambit yang saya gunakan adalah gambit pembuka, dimana ketika saya memulai kelas, saya terlebih dahulu memberikan ice breaking karena kelas saya berada di siang hari dimana siswa sedikit mengantuk sehingga siswa merasa sedikit lebih berenergi dan sedikit segar, memulai kelas dengan menjelaskan tentang materi yang akan dibahas pada pertemuan tersebut dengan materi sebelumnya dengan begitu, siswa akan lebih mudah mengetahui dan memahami tentang materi yang akan dibahas. siswa akan lebih mudah mengikuti pelajaran juga jika mereka merasa senang dan menarik perhatian siswa adalah metode mengajar guru merupakan hal yang penting bagi siswa.

Researcher Apakah siswa lebih memahami materi jika menggunakan gambits?

Teacher 2 : Tingkat pemahaman siswa terhadap materi yang dipelajari tentu saja berbeda-beda, ada siswa yang langsung paham, ada juga yang tidak sehingga saya biasanya menugaskan siswa berpasangan dan berganti peran, yang satu menjelaskan sedangkan yang lain mendengarkan dan mengajukan dua atau tiga pertanyaan, dengan begitu siswa mudah memahami materi.



APPENDIX D DOKUMENTATION

❖ Process Interview



❖ **Proses Ketika Guru Mengajar**



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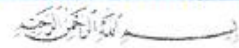
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Jalan Sultan Alauddin No. 129 Makassar
Telp. (0411) 8566071, 853321141
Email: fakultas@umh.ac.id
Web: http://www.umh.ac.id



Nomor : 9320/FK/P/A.4-11/11/1443/2022
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar

Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menandatangani bahwa mahasiswa tersebut di bawah ini:

Nama	Awaliah Razkya Fadilah
Stambuk	10535116216
Program Studi	Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir	Takalar / 21-05-1997
Alamat	Jl. Sultan Alauddin 2 Ir. 2 No. 35 A

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE ANALYSIS OF GAMBITS IN THE ENGLISH COMMUNICATION BY TEACHERS IN EFL CLASSROOM/A DESCRIPTIVE RESEARCH At MAS MANNILINGI BULO-BULO.

Demikian pengantar ini kami buat, atas kejasamanya diaturkan *Bismillah* khaerun kalsiraan.

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh*

Makassar, 6 Sya'ban 1443 H
09 Maret 2022 M

Dekan,



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



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UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN, PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Soekarno Hatta No. 319 Tjaja 90012 Tan. 401136-5580 Makassar 90211 E-mail: lp3m@umh.ac.id



Nomor : 2715/05/C.4-VIII/VIII/1443/2022

17 Muharram 1444 H

Lamp : 1 (satu) Rangkap Proposal

15 August 2022 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel

di-

Makassar

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9271/EKIPA.4-IP/1443/2022 tanggal 8 Maret 2022, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : AWALIAH RAZKYA FADILAH

No. Sambiuk : 10535 1116216

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"The Analysis Of Gamblits In The English Communication By Teachers In EFL Classroom"

Yang akan dilaksanakan dari tanggal 18 Agustus 2022 s/d 18 Oktober 2022.

Selubungna dengan maksud di atas, kiranya Mahasiswa tersebut dibenarkan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumu'ahu khairan katziran

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
 Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231

Nomor	: 7753/S.01/PTSP/2022	Kepada Yth.
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulsel
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2713/05/C.4-VIII/III/1443/2022 tanggal 15 Agustus 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: AWALIA RASKYA FADILLAH
Nomor Pokok	: 105351116216
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Sultan Alauddin No. 259 Makassar

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE ANALYSIS OF GAMBITS IN THE ENGLISH COMMUNICATION BY TEACHERS IN EFL CLASSROOM (A Descriptive Research at SMA Negeri 1 Binamu) "

Yang akan dilaksanakan dari : Tgl. 18 Agustus s/d 18 Oktober 2022

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada Tanggal 18 Agustus 2022

A.n. GUBERNUR SULAWESI SELATAN
 KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
 SATU PINTU PROVINSI SULAWESI SELATAN



Ir. H. SULKAF S LATIEF, M.M.
 Pangkat : PEMBINA UTAMA MADYA
 Nip : 19630424 198903 1 010

Tembusan Yth
 1. Ketua LP3M UNISMUH Makassar di Makassar;
 2. *Pertinggal.*



PEMERINTAH KABUPATEN JENEPONTO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl. Ishak Iskandar No. 30 Bontotsunggu Telp. (0419) 2410044 Kode Pos 92311

IZIN PENELITIAN
 Nomor: **73.4/645/IP/DPMPTSP/JP/VIII/2022**

DASAR HUKUM :

1. Undang-Undang Republik Indonesia Nomor 18 tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan Teknologi;
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
3. Rekomendasi Tim Teknis Izin Penelitian Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Jeneponto Nomor : **638/VIII/REK-IP/DPMPTSP/2022**.

Dengan ini memberikan Izin Penelitian Kepada :

Nama	: AWALIA RAZKYA FADILLAH
Nomor Pokok	: 105351116216
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Lembaga	: UNIVERSITAS MUHAMMADIYAH MAKASSAR
Pekerjaan Peneliti	: MAHASISWA (S1)
Alamat Peneliti	: JL.KELARA KEL. EMPOANG KEC. BINAMU KAB. JENEPONTO
Lokasi Penelitian	: UPT SMA NEGERI 1 JENEPONTO

Maksud dan Tujuan mengadakan penelitian dalam rangka **MENELITI** dengan judul :

THE ANALYSIS OF GAMBITS IN THE ENGLISH COMMUNICATION BY TEACHERS IN EFL CLASSROOM (A DESCRIPTIVE RESEARCH AT UPT SMA NEGERI 1 JENEPONTO)

Lamanya Penelitian : **2022-08-18 s/d 2022-10-18**
 Dengan ketentuan sebagai berikut :

1. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
2. Penelitian tidak menyimpang dari maksud izin yang diberikan.
3. Menyerahkan 1 (satu) exemplar Foto Copy hasil penelitian kepada Badan Perencanaan Pembangunan Daerah (BAPPEDA) Kabupaten Jeneponto Cq. Bidang Penelitian & Pengembangan.
4. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

23/08/2022 15:28:53



Ditetapkan di Jeneponto
 Pada Tanggal 23 Agustus 2022
KEPALA DINAS,



Hi. MERIYANI, SP. M. Si
 Pangkat Pembina Utama Muda
 NIP : 19690202 199803 2 010

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Email : pendi@umam.ac.id
Web : http://umam.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Awalia Razkya Fadilah
NIM : 105351116216
Judul Penelitian : The Analysis Of Gambits In The English Communication By Teachers In EFL Classroom
Tanggal Ujian Proposal : 18 agustus 2020
Tempat/Lokasi Penelitian : UPT SMA Negeri 1 Jeneponto

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis/ 25 Agustus 2022	Membawa Surat Penelitian ke sekolah (Kepala sekolah)	Juswardi S.Pd., M.Pd	
2	Sabtu/27 Agustus 2022	Melakukan Penelitian di kelas XI MIPA 2	RAHMAN S.Pd.	
3	Sabtu/27 Agustus 2022	Penandatanganan surat pernyataan telah meneliti oleh guru Pamong	RAHMAN S.Pd.	
4	Senin 29 Agustus 2022	Melakukan Penelitian di kelas X MIPA 5	RAHMAWATI S.Pd	



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

7	Senin 29 Agustus 2022	Melakukan Penculiahan dikelas X MIPA 5	Rafima Wati S.Pd	
8				
9				
10				

Jeneponto, 30 Agustus 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala sekolah



Rafima Wati S.Pd., M.Pd

NIP. 196706151991031012.



Tenakreditasi Instansi





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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0841/BG-FKIP/LOA/B/IX/1445/2023

Dear AWALIA RAZKYA FADILLAH

It is our pleasure to inform you that, after reviewing your paper:
THE ANALYSIS OF GAMBITSIN THE ENGLISH COMMUNICATION BY
TEACHERS IN ENGLISH FOREIGN LANGUAGE (EFL) CLASROOM
The manuscript ID: 1090

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**,
ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your
contribution.

We will let you know if you must make any modification as the reviewer's
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Makassar, 1 September 2023 M
15 Shafar 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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UPT PERPUSTAKAAN DAN PENERBITAN

Alamat Kantor: Jl. Sultan Alauddin No. 259 Makassar 50221 Telp. (0411) 866972, 881593, Fax. (0411) 865586

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Awalia Razkya Fadilah

Nim : 105351116216

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Bates
1	Bab 1	1 %	10 %
2	Bab 2	19 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	6 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 31 Agustus 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



Nuzulhan, S.I.P., M.I.P.
NIDN. 964 591



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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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BERITA ACARA UJIAN SKRIPSI

Hari ini Kamis, Tanggal 15 Shafar Tahun 1445 H bertepatan dengan tanggal 31 Agustus Tahun 2023 M bertempat di kampus Universitas Muhammadiyah Makassar Jl. Sultan Alauddin No. 259 Makassar telah dilaksanakan ujian Skripsi Mahasiswa Program Studi *Pendidikan Bahasa Inggris*

MAJELIS : 5

NO	NAMA/STAMBUK	NILAI PENGUJI				NILAI RATA-RATA	KET
		I	II	III	IV		
1	Muh. Asrian 105351102218	3,8	3,87	3,93	3,8	3,85	A-
2	A.Wulandari Cahyaningrath 105351115818	3,87	3,87	3,67	3,8	3,80	A-
3	Rifdah Qurratul Ain 105351113719	4,00	4,00	4,00	3,73	3,93	A-
4	Awaliah Razkya Fadillah 105351116216	3,8	3,73	3,53	3,46	3,63	B+

Tim Penguji

	N a m a	Tanda Tangan
1	Erwin Akib, S.Pd., M.Pd., Ph.D.	1
2	Ariana, S.Pd., M.Pd.	2
3	St. Asmayanti AM, S.Pd., M.Pd.	3
4	Dr. Nur Qalby, S.S., M.Hum.	4

Cat :Nilai Hasil Ujian Diisioleh Sekretaris Penguji dan Masing-masing Penguji
Menandatangani Berita Acara untuk Validasi Hasil Ujian

CURRICULUM VITAE



The author, Awalia Razkya Fadillah was born on May 21, 1997 in Takalar, South Sulawesi. She is the first child of the couple Suhakir and Nursinah. She started her education at SDI. 114 Agang je'ne and graduated in 2010. Then, he continued his education at UPT SMP Negeri 1 Binamu and graduated in 2013. After that, he continued his studies at UPT SMA Negeri 1 jenepono and graduated in 2016. In 2016 she enrolled as a student of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. At the end of her study, she was able to complete her thesis entitled “The Analysis Of Gambits In The English Communication By Teachers In English Foreign Language (Efl) Classroom.”