

CHAPTER 1

INTRODUCTION

This chapter begins with the background of the research, followed by a description of the problem, the purpose of the research, the implications of the research, the scope of the research, and definitions of terms.

1.1 Background

Learn English as a foreign language (EFL) learner should have the following knowledge: Knows the language and how to use it. English has 4 languages skills to be mastered and three language elements. Reading comprehension, language skills, listening, speaking and writing are important these language skills include Language elements such as grammar, pronunciation and vocabulary

Speaking is the most important thing to convey ideas, messages, information and knowledge to others. Human commonly interact with other in any place such as in the schools, campuses, markets, and the surrounding environment. It means that speaking means transferring ideas that are arranged and developed in accordance with the needs of the listeners. Scott (2005) as summarized by (Bimas Reskiawan, 2016) speaking can define talking with people about something use voice to say something. It means that speaking is telling ideas, thoughts or information by using voice to express them. It can be stated that speaking is an oral activity which use organs of speech. Speaking as is to know kind of condition in environment.

There are many speaking activities occur in human's daily life such as conversation in the classroom, debating, small talk with friend, classroom discussion and others interactive activities (Herdian, 2021). Naturally, speaking with other people in debating is not easy. Speaking in the classroom has many ways. For example, conversations with lecturers and also classmates. Every conversation has many ways to start, to repeat if it not clear and to end the conversation at any time. English gambits can assist with peopling in telling the methods of the best way to begin, to proceed, and to end discussion in each situation.

The capacity to communicate in the objective language is significant while learning a language since it permits to speak with others utilizing the language was learned. Communication, particularly oral correspondence, requires the student's talking abilities to pass on the message. As such, students need to work on their talking. Abilities to convey well. By working on talking abilities, students can use the language to communicate with others and struggle to speak as if students were the speaker of the language This is related to Ur (2009), who argues that the ability to speak is of paramount importance as students are interested in becoming actual speakers of the language.

Mastery english is necessary, because language is language the world(Nikmehr & Farrokhi, 2013). The students can speak english easy is the purpose from the researches. This skill assumes that students can construct language correctly based on grammar and use language appropriately in the context in which communication takes place Therefore, to acquire skills, students must actively participate in activities that require communication in English one of these activities, often done to facilitate and support students speaking English in foreign language classes, is the debate class. Opportunities Students in the debate class are able to work in a supportive and supportive group environment. Students are able to debate, rank and debate their own perspectives and found new information and knowledge. The students were improved critical thinking, articulation and research skills. Also, can resolution of conflict. From debating class, students have many conversational gambits, from the opening gambits, linking gambits, and responding gambits.

Based on the preliminary observation at the date April 14th 2022, the understudies additionally utilized conversational gambits to arrange their talk and collaboration during debating class. The students would in general involve limited varieties of conversational gambits for this situation, Understudies would in general utilize similar means to communicate the particular aims of numerous understudies different choices. For example, students often express their opinions. Using gambit "I think" instead of "in my opinion". Insufficient understanding of students about the factors involved in choosing and using conversation gambit suitable to local standards. For example, "I Instead of "I want to refute...", say "I will try to give feedback...". This is more appropriate and is often used to introduce a topic in a formal introduction position. Finally, students

Gambit function. Found in improper use of Gambit states that too many gambits were used as filler for her one chance.

During debating class in English education program each students have different experience in debating class. They have some problems and challenges to deliver their utterance in debating class. Thus condition not only happen in the students English education of Nahdlatul Ulama Sunan Giri University, because there are previous research discussing the used gambits in learning class. There are many topics about the used gambits in conversational class. Researcher from Alifa Zakiyya (2020) investigated teaching learning speaking by using English conversation gambits. There is 1st grade. The information were gathered by three procedures, perception, interview, and documentation. These depictions were broke down in light of the recipes, ways and procedures of English Conversation Gambits in educating and acquiring talking expertise in understudies training. The consequence of this review can be expressed as follows: instructing and picking up talking by utilizing English Conversation Gambits at the 1st Grade of SMKN 3 Semarang has been good condition. Based on the previous explanations, there are some different things with the research such as the participant, focuss the gambits application in the learning speaking, so it is believed that this research is unique and worth-researching.

The next research have written Bimas Reskiawan (2016) By analyzing the gambits of English communication by students in EFL classrooms. This aimed to find out what kind of gambit the student expressed in EFL classroom communication and to find the function of the gambit expressed by the student in EFL classroom communication In this study, descriptive qualitative methods and participants were students of the English Institute.Sembilan Belas November 5 Semester of Kolaka University. These dates are collected by video recording and transcription. There are three types of her gambit voiced by the students during the investigation. EFL Classroom namely opening Gambit, Linking Gambit, and responding for Gambit. Each type of Gambit was cast with different abilities. There are some differences in this participant and location. Hopefully the result the study of future of using Gambit received. Available to both instructors and students better understand what gambits are and their importance in spoken language communication.

Dealing with the explanation above, the researcher found the important gambits used in speaking class from introduce opinion or argument, link argument and responds the argument agree or disagree with the statement, because with gambits the students will speak clearly and the

students will be more confident. Actually, this research is unique and the researcher will found type of gambits and the function of gambits used by the students of English education program fourth semester in debating class.

1.2 Research Questions

Based on the background as mentioned above, the researchers formulated the research question as follows: How is the conversational gambits used by the students of English education program in debating class?

1. What types of gambits are used by the students of English education program in debating class?
2. What the function conversational gambits used by the students of English education program in debating class?

1.3 Objective of the Research

The aim of the researcher in this study to find out Conversational Gambits used by the students of English education program in debating class.

1. To analyze types conversational gambits used by the students of English education program in debating class.
2. To understand the function conversational gambits used by the students of English education program in debating class.

1.4 Significance of the Research

- a. For the English teachers, the consequence of this research is desire to be capable them with an elective strategy to pick up speaking. It is likewise expected to rouse the educators to be more imaginative so the understudies will be more energetic in learning English in the class. Particularly, in discussing class by utilizing the gambits, ideally, the students can give some basic expression or sentence for the students to express their thought in English.
- b. For the researcher, the consequence of this examination can foster her experience connected with her insight in research on training and English educating, particularly for speaking and debating utilized conversation gambit.
- c. For the students, the consequence of this reseach is supposed to give them new involvement with English learning, particularly in picking up talking so they can be more roused to foster

their capacities different articulations to begin, answer explanation, and connection the thoughts of the point and assists the understudies with having the option to oversee discussion and to discuss in English with others both inside and outside study hall.

1.5 The Scope and Limits of the Research

The scope of the researched in the teaching English at fourth semester. The researcher focuses on the students ability in using gambits, especially in debating class. This research just investigate conversational gambits types of gambits and function of gambits used by the students of English education program in debating class not include facial expression, gesture and grammar.

