

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF CONVERSATION GAMBITS IN SPEAKING SKILL
OF THE ELEVENTH GRADERS AT SMA N 1 KIBANG
EAST LAMPUNG**



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STATE ISLAMIC INSTITUTE STUDIES OF METRO

1444 H / 2023 M

UN UNDERGRADUATE THESIS
AN ANALYSIS OF CONVERSATION GAMBITS IN SPEAKING SKILL
OF THE ELEVENTH GRADERS AT SMA N 1 KIBANG
EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
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Sudah kami setuju dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih

Wassalamu'alaikum Wr.Wb

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RATIFICATION PAGE

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An undergraduate thesis entitled: AN ANALYSIS OF CONVERSATION GAMBITS IN SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMA N 1 KIBANG EAST LAMPUNG. Written by Dewi Ayu Prastica, student number 1901051019 English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 23rd 2023 at 08.00- 10.00 A.M.

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**AN ANALYSIS OF CONVERSATION GAMBITS IN
SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMA N 1 KIBANG
EAST LAMPUNG**

ABSTRACT

BY :

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The main purpose of this study is to figure out conversation gambits in communication in the eleventh graders in natural sciences of 3 class . The writer realized that conversation gambits students's communication in the eleventh graders dominants silent, lack of vocabulary and don not know how to continue while the convsersation look more nature , polite and more enjoyable.

This research was descriptive qualitative research. The type of study was a case study. In contrast, the qualitative design used in this study was descriptive. Data are from the primary sources that were the eleventh that observation and documentation of natural Sciences of 3 class students of SMA N 1 Kibang East Lampung in the academic 2022/2023, especially in the background of study.

The research found that the students used opening gambits, linking gambits, and responding gambits in conversation activity. Opening gambits appeared 15 times or 50 % during communication process which consisted of asking information, interrupting, personal opinion and telling strory. Moreover, linking gambits arose 6 times or 20% in their utterences that involved give a reason, responding to a compliment, demanding explanation. The last type was responding gambits emerged 9 time or 30% in their dialogues that consisted of right or wrong, accepting a compliment and the love best. In addition, the function of gambits that could be found were gambit acknowledges that one is listening to speaker, questuon tags and conversation openeror. The number of gambits acknowledges was 10 utterances or 43.48%. Then, questuon tags just appeared once or 4.35%. Lastly, conversation opener arose 12 time or 52.17%. It was the most percentage obtained among other function of gambits.

Keyword : *Analysis, Conversation Gambits, Speaking skill*

**ANALISIS GAMBIT PERCAKAPAN PADA
KETERAMPILAN BERBICARA SISWA KELAS XI SMA N 1 KIBANG
LAMPUNG TIMUR**

ABSTRAK

OLEH :

DEWI AYU PRACTICA

Tujuan utama dari penelitian ini adalah untuk mengetahui jenis percakapan percakapan dalam komunikasi pada siswa kelas sebelas di kelas XI IPA 3. Penulis menceritakan bahwa percakapan merupakan awal dari komunikasi siswa kelas XI IPA 3 yang dominan diam, kurang kosa kata dan tidak tahu bagaimana melanjutkan sedangkan percakapan terlihat lebih alami, sopan dan lebih menyenangkan.

Penelitian ini merupakan penelitian deskriptif kualitatif. Jenis penelitian adalah studi kasus. Sebaliknya, desain kualitatif yang digunakan dalam penelitian ini adalah deskriptif. Data berasal dari sumber primer yaitu observasi dan dokumentasi dari XI siswa MIPA 3 SMA N 1 Kibang Lampung Timur tahun akademik 2022/2023, khususnya pada latar belakang studi. .

Hasil penelitian menemukan bahwa siswa menggunakan gambit pembuka, gambit menghubungkan, dan gambit menanggapi dalam kegiatan percakapan. Gambit pembuka muncul sebanyak 15 kali atau 50% selama proses komunikasi yang terdiri dari menanyakan informasi, menginterupsi, pendapat pribadi dan cerita bercerita. Selain itu, linking gambits muncul sebanyak 6 kali atau 20% pada ujaran mereka yang melibatkan memberi alasan, menanggapi pujian, menuntut penjelasan. Tipe terakhir adalah gambits menanggapi muncul 9 kali atau 30% dalam dialog mereka yang terdiri dari benar atau salah, menerima pujian dan cinta yang terbaik. Selain itu, fungsi gambit yang dapat ditemukan adalah gambit acknowledge yaitu mendengarkan pembicara, question tag dan pembuka percakapan. Jumlah gambit yang diakui sebanyak 10 ujaran atau 43,48%. Kemudian, tag pertanyaan hanya muncul satu kali atau 4,35%. Terakhir, kata pembuka percakapan muncul sebanyak 12 kali atau 52,17%. Itu adalah persentase terbanyak yang diperoleh di antara fungsi gambits lainnya

Kata Kunci : *Analisis, Gambit Percakapan, Siswa, Komunikasi*

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MOTTO

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

"Who believes in Allah and the Last Day, let someone speak good or be silent"

(Narrated by Bukhari).

DEDICATION PAGE

This undergradure thesis is especially dedicated to :

For my beloved parents, my mother is Ririn Widyaningrum S.Pd.I,MM and is my father Sujadmono,M.Pd dan also my grandmother is Misjati and also my younger brother are Dimas Fauzan Akbar and Affan Fauzan Wafi who always give me support, motivation ,inspiration, loving, praying and protection.

All my dear best friends are Ani Fatmawati, Hestiani and Ayu Syeh Sabandari who always best support for me until finished this thesis. And my beloved almamater IAIN Metro

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Thanks to Allah SWT, who always gives the writer blessing to complete a study under titled “AN ANALYSIS OF CONVERSATION GAMBITS IN SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMA N 1 KIBANG EAST LAMPUNG”. Shalawat and salam to our prophet Muhammad SAW, the lord of moslem in the world who has guide us from the darkness to the brightness.

In this time, the research would like to express gratitude especially to :

1. Prof.Dr. Hj Nurjanah, M.Ag. PIA, as the Rector of IAIN Metro Lampung.
2. Dr.Zuhairi,M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto,M.Pd, as the Head of English Education Department of IAIN Metro Lampung.
4. Syahreni Siregar,M.Hum as the sponsor and give me support is finishing this a research undergraduate thesis process.

The writer apologizes for all the mistakes that she has made in writing and finishing this a research proposal. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for reseachers in particular, for our college and every reader in generic.

Metro, June 23th 2023



Dewi Ayu Prastica
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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is an English speaking skill used to convey messages or information from sources or native speakers to listeners. Speaking can be done in oral activities either monologue or dialogue. In addition, speaking is the process of making sounds to convey intentions and thoughts to one or two people or even a group. Speaking is a form of verbal communication that produces sounds to convey certain goals. Speaking is the ability to communicate with one person or group to communicate between speakers and listeners.

Furthermore, speaking is important part in communication in which both speaker and listener exchange information in their conversation. Speaking is a process that takes place when people exchange verbal messages. Using the vocal track to provide the right sounds for communication between the speaker and the listener, speaking is the event. Because the speaker and the listener can both be the speaker and the listener at the same time in communication, it is important for the communication to be understood by both parties. Speaking is another verbal language used for communication. It implies that people want to interact with others at all times. The desire to communicate with other people is very large, such as communicating with individuals or groups.

The benefits of speaking are thinking and doing positive things because every good speech and action will make these a habit. Increasing an empathy for others can be done through communicating frequently. In the teaching and learning process, especially during regular school activities, communication is crucial. In order to achieve effective learning, communication between teachers and students is very important. Since students will apply what they learn in class to the outside world, communication during the teaching process aids students in connecting topics to their own lives. Teachers communicate with students by using utterances that include grammatical structures and words, but they also demonstrate actions by means of those utterances in order to convey messages. The teachers tend to sound natural, at ease, and like they are having fun in the classroom when communicating in this situation.

There are numerous speaking activities in the classroom, including discussion, presentation, and dialogue. Conversation is one of the actions in classroom speaking exercises. The dialogue has been of significant interest to linguists since it is natural, unplanned, and commonplace. Conversation is the most widespread and universal language "genre" in the sense that all members of a community routinely engage in conversational speech activities.

Students struggle to convey their thoughts, highlight their points, and keep the dialogue going during class conversation. In addition, students must initiate, continue, and conclude all conversations. They always utilize words or phrases to keep the discussion moving; these words and phrases are gambits.

Gambit is a word or sentence where the speaker can open a conversation by maintaining the smoothness of the conversation so that it looks more natural and more polite. In gambits, the speaker expresses opinions so that the speaker can think of a word or sentence in conversation or hold a turn in conversation with a good and developed response so that it is easier for listeners to understand it. In gambits are also often used in everyday activities.¹ There are many uses for gambits in everyday life. One of them is that as social beings need other people and interact, gambits are very suitable for using gambits by opening a conversation, expressing opinions, asking for help, and much more. There are internal and external factors that affect fluency in speaking in a conversation. Internal factors usually include self-confidence and motivation. The external factors include the influence of the environment. Without a gambit, a conversation will not start properly and as a social being, you need other people.

Gambit consists of words or phrases that assist us to convey our meaning. Gambit can be used to introduce a viewpoint, to answer to the opinions of others, and to link a speaker's topic to what someone else has just said, to agree or disagree, and to respond to what we have heard.

Gambits also express the interpersonal meaning of the speaker. By the same token, gambits can operate as reminders of what the speakers proposed to speak. Observing the use of gambits in a speaker's conversation is particularly interesting because it demonstrates both their communication

¹ Jack C Richards and Richard Schmidt, *“Longman Dictionary of Language Teaching and Applied Linguistics”*. (London: Longman, 2002). p.239.

abilities and their naturalness. The speakers utilize gambits to introduce a communication topic, connect what they have to say to what someone else has just said, express agreement or disagreement, and respond to what they have heard.

People communicate in order to transmit a message. They employ sentences to carry out communication and every statement needs to be logically related to others. Each sentence has always a different purpose or even a different interpersonal meaning. The statement is consistent with the notion that gambits serve to establish logical connections or as a bridge between our thought and that of others. It will distinguish the transmission of information from human speech and books. The usage of gambits in communication will enrich the meaning of people's words because, without them, communication sounds flat and awkward. People are frequently concerned with language and phrase structure. People forgot to teach crucial skills such as getting communication started, keeping it going, and stopping. Not only is it vital to use gambits to initiate, maintain, and conclude classroom dialogue, but also to construct expressive and meaningful communication that flows smoothly when presented.

In line with the description above, the research conducted pre-survey conducted at the eventh-grade students of SMA N 1 Kibang. Based on the pre-survey result, it is known that the students have lack of vocabulary because they have difficulty in creating what they want to speak. It can be observed that when students try to participate in conversation, they often take a great

deal of time considering the best words to use. Apart from that, they also use their own mother tongue when they cannot find suitable English words. Second, children are not able to make language consistently and fluently, as seen from their excessive hesitation (such as: errr, mmm, aaa) and lack of use of conjunctions and connectors. As a result, their speech appears unnatural and very different from native speakers.

The final problem involves organizing students' speech (e.g., how to explain and provide information, how to nominate or change topics) and interaction (e.g., how to signal a turn, how to interrupt politely, or how to ensure that others pay attention and listen when they speak) in the discussion. When many students speak at the same time, one of the criteria indicating difficulty appears. This condition indicates that the students do not signal their participation in the debate when it was their turn. When one person is talking and giving explanations while the other is preoccupied with his own activities, it shows that the speaker cannot control the communication and ignores attention. This situation is the result of an inability to capitalize on conversational signals, particularly gambits.

Moreover, based on a pra-survey on September 8th 2022 in grade 11 SMA N 1 Kibang East Lampung. The researcher found many student problems, especially in speaking. The first problem is that students find it difficult to speak English to cover their ideas, opinions, or thoughts about the point of keeping the dialogue in a conversation going in a way that sounds more natural. In addition, students do not know how to start a conversation in

class during dialogue, and students do not understand and master continuing and concluding a conversation in dialogue in the class. Another problem is that students do not know to make a conversation not look stiff or awkward, so many pauses or stops in a conversation.

It can be seen in table 1.1

Table 1.1 Description of Students' Speaking skills

NO	GRADE	FREQUENCY	PERCENTAGE	CRITERIA
1.	81-100	0 Student	0 %	Excellent
2.	61-80	0 Student	0 %	Good
3.	41-60	4 Students	26,7 %	Fair
4.	21-40	11 Students	73,3 %	Low
5.	0-21	0 Student	0 %	Failed
TOTAL OF STUDENTS		15 Students	100 %	Low

From the description above, it can be seen that the students' speaking skills are relatively weak in SMA N 1 Kibang. The standard score for the SMA N 1 Kibang East Lampung class is 73. From the table above, the students' speaking skill scores in the class are low. In this case, students must use conversational steps when interacting with the listener, so that the conversation process goes well and smoothly and is easy to understand between the speaker and the listener. In this case, the teacher must create a good strategy in the classroom by helping students learn together while talking in class using their "Conversation Gambits Strategy". Gambits that students often use in daily activities such as "I think", "In my opinion", "In my mind", "In my view", "I assume that" etc. And neither the students nor the teacher

had used this gambit strategy to implement smooth conversation. Finally, students also do not understand the benefits and types of discussion gambits. Therefore, the title of this study is to conduct a research entitled “AN ANALYSIS OF CONVERSATION GAMBITS IN SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMA N 1 KIBANG”.

B. Research Questions

Therefore, the research formulates the problems of the research questions as follows:

1. What are types of gambits spoken by the students in their communication At the Eleventh Grade At SMA N 1 Kibang East Lampung?
2. How is the functions of Gambit in students’ communication at the Eleventh Graders At SMA N 1 Kibang East Lampung?

C. Objective and Benefit of Study

1. Objective of the Study

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

- a. To find out the types of gambits spoken by the students in their Communicationat the Eleventh Graders At SMA N 1 Kibang East Lampung.
- b. To find out the functions of gambit in students’ communication at the Eleventh Graders At SMA N 1 Kibang East Lampung

2. Benefits of the Study

The result of this study will be hoped to be useful for many people, for teachers, students and other researchers:

a. To the teacher

It is hoped that this study's findings may persuade teachers to advise students to employ conversation gambits during conversations and to provide speaking activities that incorporate conversation gambits. The instructor can assist pupils in developing their speaking skill.

b. To the students

By requiring students to employ gambits on speaking, particularly in conversation, they are expected to speak English during class and in their daily lives. They may employ gambits in discourse. Through the use of gambit, their discussion will sound natural and fluid. When kids have problems initiating a discussion in English, gambits also help them to do so.

c. To the other researchers

It is possible to expand the study of gambits by conducting research on various topics and situations. The other researchers may investigate and analyze the strategies employed based on social standing or class, occupation, age, geography, education, gender, and ethnicity. This research is hoped that other researchers can follow up on this research by developing the findings to be more useful.

D. Prior Research

There are some previous reserchers that are used by the writer, namely:

Javad Akbari in his research *Enriching Speaking Fluency through Conversational Gambits andRoutines among Iranian Intermediate EFL Learners* that students when speaking activities are carried out spontaneously and not much time is spent in these speaking activities. Therefore, in short, the first step to expedite the flow of this conversation will be acquiring oral proficiency. This study aims to investigate students' fluency in speaking Iranian in EFL learning in their daily routines. This study consisted of an experimental group and a control group, each of which comprised 30 students who participated in listening activities and a speaking class. According to the findings of this study, the experimental group had a higher level of speaking fluency in the gambit category. It has been demonstrated that this category of gambits has a positive link with test scores, which has consequences for EFL teachers and curriculum designers in speaking classes.²

The distinction between this study and that of Javad Akbari resides in the aims of the research. This is due to the fact that the purpose of this study is to investigate the types and uses of gambits in conversation, whereas the objective of Javad Akbari's research is to determine fluency or oral proficiency in speaking during daily routines, as demonstrated by the experimental group in the gambit category.

² Javad Akbari, "Enriching Speaking Fluency through Conversational Gambits andRoutines among Iranian Intermediate EFL Learners", International Journal of Research in English Education, Vol 2, No 1, (2018). p.35.

There are 3 types of gambits namely the first type, namely listening to the other person during a conversation in person or by telephone, usually, this type of gambit makes a conversation smoother and maintains politeness in a conversation between speakers and listeners. Example: aha, I got it. Alright, I understand. Well, good job to you. The second type is a tag question and this tag question can state something true or not. For example: "May I need your help please?" "You agree with the discussion with the leader? Don't you" "Well, what do you think of this picture". The third type of gambit is a conversation starter. Gambits are also verbal activities between speakers and listeners to start topics in opening conversations to produce information or opinions or arguments. For example: "Could I ask a question in this presentation?" "Do you know how to fix this phone?"

Furthermore, the use of gambits in everyday conversation is very important and needs to be known to maintain fluency, fluency so that it is easily captured between speakers and listeners, there is a need for gambits. however, if there are no gambits in everyday conversation politeness grammar is very used, it will not start a conversation between two or more people and it will make the conversation looks natural, easy to hear, and easy to understand the other person in the conversation between the speaker and the listener.

Desti Ariani in her *research Conversation Gambits user by the English Education Program Students Program of the State University of Padang in Classroom Discussion* conducted by considering relevant research conducted by other studies on the topic of gambits in speaking. The first

relevant research is conducted by Desti Ariani. The first relevant research is the occurrence of communication and conversational interaction in English in a discussion conducted in class. Therefore, the students have difficulty communicating and interacting in English and this is a problem in language. The purpose of this sampling is to select 5 classes for conversation and 13 students who are active in conversational gambits. In this study, observations, field notes, and interviews are also carried out. also found types of gambits in the discussion with linking gambits. Therefore, several types of gambits are found in communication and interaction in conversation in this class, namely "okay" and "I think" which became their habit in daily communication.³

The distinction between this study and that of DestiAriani resides in the source of the research data, since this study will involve high school students and Desti's study will involve students at the State University of Padang Classroom Discussion.

Therefore, A Serjowardhana in his research *Gambits: Conversational Strategy Signals Used By Non-Native Speakers Of English In Natural Conversation*, this research is conducted by considering relevant research conducted by other studies on the topic of gambits in speaking. The first relevant research is conducted by A. Therefore, Serjowardhana. In this research, a signal strategy is used by non-native English speakers in natural conversation when the speaker and listener can understand each other. Case study qualitative research methods, The data obtained examines the gambits

³ DestiAriani, "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 Vol. 2, No. 2, (2018). p.138.

between an Indonesian woman and a Dutchman living in Indonesia for a visit. Then they had a conversation. as a result, there are four primary roles of gambits, namely: state consciousness signal, which is proved twelve times, semantic framing (eight times), communication control signals (six times), and signaling of social context, which is demonstrated once (twice). the outcome is. Specifically, the finding illustrates the four primary purposes of gambits.⁴

The difference between A.Serjowardhana's research is in his research examining the gambits function in conversation and another difference is in the research data source because his research focuses on students in the Netherlands.

Based on the explanation above, the writer initiated the novelties of this study, namely setting different research objectives besides examining the types or the kinds of gambits strategy , the writer also interest to know how to functions of gambits in English conversation. Then to find out the functions of gambits in conversation is appropriate or not.

⁴ A.Serjowardhana, "*Gambits: Conversational Strategy Signals Used By Non-Native Speakers Of English In Natural Conversation*", LITE:JurnalBahasa,SastradanBudaya, 11 No 2, September (2015). p.142.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking Skill

1. Definition of Speaking Skill

According to Martin Bygate, speech is an interactive activity in which speakers construct meaning by producing, receiving, and digesting information by the second language.⁵ Speaking is one of the communication acts used to give or receive information. In the daily activity, a person expresses their thoughts, listens to the speaker, and responds to their statements.

Speaking is the process of speaking and explaining something. Speaking includes audiolingual and verbal communication. This speaking includes audio or visuals that produce sound and intonation in speaking to get information. The purpose of speaking is to transfer information or opinions in speaking in the form of sounds or voices that come out of the mouth so that speaking between the listener and the speaker understand each other and can establish a good and smooth relationship.

Based on the explanation above, it is concluded that speaking is the way to communicate with other people in daily life. Speaking is the process of interaction, two or more people talk about the things. The purpose of speaking is the speaker and listener understand what is being said. By doing communication, people can get or share the information.

⁵ Martin Bygate, *“Language Teaching Speaking”*. (New York :OXFORD University Press :2010).p.3.

In addition, speaking is a speaking skill that is a visual or oral and more special and unique in interaction. Speaking is also called verbal communication. Speaking English is an international language that is currently very important, especially in communication and community around the world.⁶

Speaking is a social interaction that can be captured and understood by two or more people when communicating in a conversation. This social interaction is very important because social actions are carried out in everyday life with their actions. The whole of conveying messages or information in speaking is seen from the expression or feeling in conveying it so that direct activities occur directly. In the world of international communication, it can be useful in speech, public communication, interviews, politics, etc. Speaking is often difficult and difficult, especially in the world of international communication when speaking must be fluent, fluent, and appropriate intonation so that listeners can easily understand it.

Besides, it is conducted speaking skill where speaking occurs with speakers and listeners to form a conversation. Speaking English is an international language because the more advanced and fast a country will create collaboration in education, politics, trade, and others. Because speaking requires self-confidence and a low level of anxiety in speaking. In verbal communication, the speakers speak directly to produce sound

⁶ Alessandro Duranti, "*Linguistic Anthropology*", (Los Angeles : Cambridge University Press: 2012).p.42.

instead of writing. The better the speaking performance in public makes the spirit of leadership makes you think critically. Therefore, speaking is very important and needed to develop quality in future developments.

Speaking is the process of conveying information in the form of sound from the speaker to the listener and speaking is something that is important in daily life. This speaking includes snapping feelings, expressions, someone's expression through experiences. Speaking combines the process of language input and language output.⁷

In conclusion, speaking as a means of communication cannot remove from the ability to convey words or sentences from sounds by producing sounds. Speaking also affects the ability of physical factors. Language input and language output also support the process of speaking communication going well.

2. Function of Speaking

The significance of speaking is the ability to convey messages through spoken language and to express emotions, thoughts, and ideas through language abilities. The role of speech as interaction refers to what we often refer to as "conversation" and defines social interaction. When people meet, they exchange pleasantries, create comfort zones to display themselves to others, and pay sick pals a visit. There are both listeners and speakers in a conversation, allowing for the verbal conveyance of information. Students may have a strong grasp of grammar and a vast

⁷Taher Bahrani dan Ramhatollah Soltani, "How to Teach Speaking Skill?", Journal of Education and Practice, Vol 3 No 2, (2012).p.25.

vocabulary. They can use this information to pass exams, but it is more difficult for them to speak English outside of the classroom. Speaking is a challenging talent. Due to the fact that many individuals lack speaking confidence and are concerned about speaking English, a lack of speaking practice makes speaking a tough ability.

Speaking is quite important, particularly for daily activities, and for the instruction of second or foreign languages, it is also crucial to recognize. The numerous roles that speaking serves in everyday communication and the different goals for which our students need speaking skill are typically taught in both formal and informal settings when students are learning grammar. There are also other functions of speech, including interaction, and performance.⁸

Talk as interaction is what speakers commonly refer to as "conversation" in daily life. This discussion describes interactions with a significant social function. When people meet, they exchange pleasantries and engage in small talk; they continue because they wish to be cordial and establish a sense of security. contacts with other people, visiting sick friends, and numerous other exchanges that occur in daily life.

Speech as transaction refers to circumstances in which the emphasis is on what is said or done and the message given is clear, solid, and accurate. Speaking is a component of this relationship. Complete

⁸Jack C. Richards, "*Teaching Listening and Speaking*", (New York:Cambridge University Press : 2008),p.21-27.

group tasks about posters, discuss recreation plans with tour guides, and purchase food at a restaurant are examples of transactions.

The third type of speech that is useful to differentiate is called as-talk show. It refers to public speech, that is, speech that transmits information in front of an audience, such as class presentations, public announcements, and speeches. This third style of speaker interacts with the audience. As a rule, performance-based speech takes the shape of a monologue (alone) as opposed to a dialogue (more than 2 people). Students typically use this third sort of speaker in presentations and speeches. Examples of the third type of speaker include those who communicate the findings of individual assignments, provide speeches, and conduct independent presentations in class.

In conclusion, students who speak English fluently may have a larger possibility to continue their education abroad or inside the country, obtain employment easily, and engage with foreigners more effectively. Students who speak English proficiently have access to current information in numerous sectors, including science, technology, health, and politics. Excellent English speakers will be in a great position to contribute to the economic, social, and political development of the nation. Therefore, by learning to speak English properly and accurately, students acquire significant and practical abilities that can improve the quality of their life and the lives of others

3. Components of Speaking

There are at least five aspects of speaking that students must consider in order to speaking well such as : comprehension, grammar, vocabulary, pronunciation, and fluency⁹.

a. Comprehension

It is essential for oral communication that a person responds to speech and initiates it. A student's ability to absorb whatever the speaker says is comprehension. In the teaching and learning process, the instructor must talk clearly for students to comprehend. States that the teacher must have the same level of understanding of the nature of comprehension as speaker do at present. To avoid misunderstandings between the speakers and the listeners, we required comprehension as a component of speaking.

On the basis of the preceding principle, comprehension is the foundation of speaking content utilized to prevent miscommunication between speakers and listeners. In the teaching-learning process, the teacher should convey the content with clarity.

b. Grammar

Students must be able to construct correct sentences in discussion. Students' abilities are utilized to alter structure and identify the correct grammatical form in appropriate contexts. In addition to learning the correct approach to acquire spoken and written proficiency

⁹Mohammad Kiani Harchegani, Reza Biria, dan, Mohammad Ali Nadi. "The Effectiveness of Self-Directed-Learning Method in Teaching Speaking Skill to Iranian EFL Learners." International Research Journal of Applied and Basic Sciences. Vol. 7 (2013).p.568.

in a language, the purpose of learning grammar is to achieve proficiency in the language's oral and written forms. Grammar is a description of the language system; it demonstrates how we order words in sentences, combine them, and alter the form of words to modify their meaning. Grammar is an organization that determines the structure of a sentence. The unity of grammar also teaches the proper technique to acquire oral and written language proficiency. Therefore, a person who masters grammar will know how to organize words in phrases and apply the appropriate tenses. It is essential for the speaker to learn grammar in order to organize sentences and make the meaning clear to the audience.

Based on the explanation above, grammar consists of arranging sentences according to their structure. Speaking will be greater quality when pupils can utilize grammar.

c. Vocabulary

If a person lacks an adequate vocabulary, they are unable to communicate effectively or express their ideas orally and in writing. Without enough vocabulary mastery, English language learners will be unable to speak or write English correctly. In speaking, expanding one's vocabulary is essential. How to communicate when one has a limited vocabulary. It is possible to teach vocabulary through dialogues and reading passages in which the new words occur in context and in conjunction with existing words. Vocabulary mastery

will allow us to be better communicators and listeners because we will be able to organize our sentences.

According to the preceding concept, vocabulary is the selection of words that are employed appropriately based on the context of speech. A large vocabulary is required to master speaking skill.

d. Pronunciation

Pronunciation is the means by which pupils can talk with more clarity. It examines the phonological process, which refers to the component of a grammar composed of the elements and principles that define the pattern of sound variation in a given language. Phonemes and suprasegmental characteristics are the two components of pronunciation. A speaker who consistently mispronounces a variety of phonemes might be particularly challenging for a member of a different language community to comprehend. The the research concludes from the above statement that pronunciation is the study of how words in a given language are articulated clearly when spoken. In order for the process of communication to be easily understood, proper pronunciation is crucial when speaking.

e. Fluency

Additionally, fluency can be defined as the capacity to talk accurately and fluently. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and just a small number of pauses and “ums” or “ers”. These

indicators imply that the speaker does not need to spend a great deal of time searching for the necessary linguistic elements to convey the information. It is possible to define fluency as the capacity to talk accurately. Fluency is the capacity to communicate without difficulty. Flow a sentence when fluid pronunciation is required. Speaking must reduce pronunciation and grammar problems. Fluency refers to the capacity to speak a language without difficulty. According to the preceding view, fluency is the capacity to talk accurately. Fluency is the ability to speak without difficulty. Fluency is the effectiveness with which you articulate ideas and the natural-sounding pauses that occur at the conjunction of clauses.

In summary, at least the illustration of fluency in speech creation verbally. In speaking English fluency in conversation is very important since it can make it easier for the listener and the speaker so that speed, correctness, and intonation are easy to grasp. However, the standard for someone to be considered proficient in English is mastery of grammar with fluency and correctness.

4. The Type of Speaking Skill

Speaking is a skill that can be express direct immediately and virtually. Speaking is one of two direct language skills taught . Six types of speaking skill area are described by the process of constructing and

exchanging meaning via the use of verbal or spoken form. Those six categories are as follows:¹⁰

a. Imitative

This category include the ability to practice intonation and concentrate on specific parts of language form. This is merely a copy of a word, phrase, or sentence. Based on the characteristics of the original speaker, this imitation mimics the actual speaker. Thus gaining knowledge by imitation. The key here is to concentrate on pronunciation. The instructor employs drilling in the instructional process. By utilizing drilling, kids have the opportunity to listen and verbally repeat certain words.

b. Intensive

The children practices phonological and grammatical parts of language in this oral performance. It is common for students to complete tasks in pairs or groups, such as reading aloud, which involves reading paragraphs, reading dialogue with a partner in turn, reading information from a chart, etc.

c. Responsive

Responsive performance involves engagement and test comprehension, although at the rather limited level of extremely brief discussion, basic greetings and small talk, and simple requests and comments. This is a form of brief responses to questions or comments

¹⁰H Douglas Brown, “*Teaching by Principles an Interactive Approach to Language Pedagogy*”, (New York : Addison Wesley: 2007).p.12.

posed by a teacher or a pupil, containing instructions and directives. These responses are typically adequate and relevant.

d. Transactional (dialogue)

It is conducted for the goal of exchanging or transmitting certain information. Transactional is carried out by two or more people with the purpose of comprehending, receiving, and transmitting information to one another. Here is an example of dialogue performed in pair work.

e. Interpersonal (dialogue)

It is conducted more for the maintenance of social relationships than for the dissemination of facts and information. This interpersonal relationship is one of many in which opinions are exchanged regarding a shared interest. This is an example of cooperative communication in which both sides can profit. Interviews, role plays, conversation, and games are the types of interpersonal speech performance.

f. Extensive (monologue)

The instructor assigns longer monologues to students in the form of oral reports, summaries, tale telling, and brief speeches. As a result, many of the students lack self-assurance and experience anxiety when delivering monologues in front of the class. A student's success in the monologue is contingent on his or her self-assurance, motivation, and anxiety levels.

On the basis of the aforementioned theory, it can be concluded that when evaluating speaking, some factors must be taken into account. The pupils must be familiar with the pronunciation, vocabularies, and language functions they will employ. When students are properly prepared and prepared to action, they can use language effectively.

5. Assessing Speaking Skill

In assessing speaking skill, there are a few criteria that ought to be concerned by the assessor. There are some techniques used to assessing speaking skill such as : characteristics of the target audience, including shared knowledge or shared points of references in prespectives, selecting vocabulary that is understand and appropriate for the audience , message (getting the message across) and interactive aspects.

For the assessment of student test results, researchers used a scoring rubric that has been predetermined. The following is the scoring rubric ¹¹:

Table 2.2 Speaking Assessment Rubric

NO	CATEGORIES	RATING SCORE	DESCRIPTION
1	Pronunciation		
	Excellent	5	No conspicuous mispronunciations, but would not be taken for native speaker.
	Good	4	Occasional mispronunciations which do not interfere with understanding.

¹¹ Arthur Hughes. *“Testing for Language Teachers”*, (United Kingdom: Cambridge University Press :2003),p.131-132.

	Fair	3	Pronunciation requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	Low	2	Frequent gross errors and a very heavy make understanding difficult, require frequent repetition.
	Failed	1	Pronunciation frequently unintelligible.
2	Grammar		
	Excellent	5	Few errors, with no patterns of failure.
	Good	4	Occasional errors showing imperfect control of very few major patterns and frequently preventing communication.
	Fair	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	Low	2	Occasional errors showing control of very few major patterns and frequently preventing communication.
	Failed	1	Grammar almost entirely inaccurate except in stock phrases.
3	Vocabulary		
	Excellent	5	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problem and varied social situation.
	Good	4	Professional vocabulary adequate to discuss special interests.
	Fair	3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
	Low	2	Vocabulary limited to basic personal and survival areas (time, food, family, etc).
	Failed	1	Vocabulary inadequate for even the simplest conversation.
4	Fluency		

	Excellent	5	Speech is effortless and smooth.
	Good	4	Speech is occasionally hesitant by rephrasing and groping for words.
	Fair	3	Speech is frequently hesitant, sentences may be left uncompleted.
	Low	2	Speech is very slow and uneven for short or routine sentences.
	Failed	1	Speech is so halting and fragmentary that conversation is virtually impossible.
5.	Comprehension		
	Excellent	5	Understands everything in normal educated conversation.
	Good	4	Understand quite well normal educated speech when in a dialog, but occasional rephrasing.
	Fair	3	Understand carefully, somewhat simplified speech when engaged in a dialog.
	Low	2	Understands only slow, very simple speech on common social.
	Failed	1	Understands too little for the simplest type of conversation.

Sources: Arthur Hughes:2003.

B. The Concept of English Gambits

1. Definition of Gambits

According to Thomas A. Sebeok, gambits are words or phrases used to start a discussion, keep the discussion going, and build up communication for attention.¹² According to the definition, a gambit is a word or phrase that clarifies what someone is try to communicate. People use gambits to start a topic of conversation, to link what they have to say to what someone else has just said, to agree or disagree with what has been said, and to respond to what has been said.

Gambit is a strategy for maintaining a conversation and one strategy for opening a conversation is by giving turn-giving.¹³ This strategy is to encourage listeners or recipients to respond better. use this gambit to keep the conversation going and be even more comfortable talking. This gambit strategy makes a conversation more valuable and controlled about what is discussed. This strategy is one way to appreciate the speaker in having a conversation.

Gambit is an expression that usually begins with conversation. Gambit forms are short words or single word and phrases¹⁴. In general, Gambit features are open specific topic, so listeners are ready receive information. By implementing conversation gambit and communications sound more natural. Conversational Gambit can also help students further

¹² Thomas A. Sebeok dan Albert Valdman, “*Second Language Teaching*”, (Canada : Springer Science Business Media,B,V:2003).p.75.

¹³ *Ibid*,Page.75.

¹⁴ *Ibid*,,Page.75.

easy to talk to, easy to give feedback and reply to students having a conversation. Therefore teach gambit activity into everyday conversation is meaningful and easy to understand.

In addition, gambit supports the subjects of communication or acts that keeps communication operating smoothly. Based on the definition above, it can be inferred that gambit is a crucial aspect of communication so that by using dialogue gambits communication will operate well.

2. Type of Gambits

Organizational gambits are formulaic strategies for creating or organizing activities within a conversation. The types of gambits and each function used by students:¹⁵. In this strategy, students must be active in class conversations to get good results

a. Opening Gambits

This form of gambit is employed to assist the speaker in beginning a discourse or introducing ideas throughout a conversation. Opening gambits are not only for starting a conversation, they are necessary and important for introducing the topic to be discussed.¹⁶ Observational data revealed that students employ opening gambits to initiate conversation and to introduce their thoughts. During the course of a student's interaction, phrases and sentences such as: greeting,

¹⁵ Irvan Herdian, Deddy Sofyan, dan Mursidah Rahmah, "Conversation Gambits in Classroom Speaking Activities", *Advances in Social Science, Education and Humanities Research*, volume 595 (2021). p.377.

¹⁶ Scott Thornbury dan Diana Slade, "Conversation : From Description to Pedagogy", New (York : Cambridge University Press: 2006). p.64.

making request, making offers , asking for information , breaking in, personal opinions, etc.

Example include some expressions of opening gambits:

Request : “Would you mind?”

“ Could you help me please ?”

“ Can you give me suggestion.....?”

“ I wonder if you could....?”

Offers : “Shall I.....?”

“Would you like to.....?”

Here example dialogue conversation in opening gambits :

Speaker 1 : “Hi, how are you?”

Speaker 2 : “I’m ok.

Speaker 1 : “I want to go to the hospital. But I don’t know.

Can you tell me where is the hospital location please ?”

Speaker 2 : “Alright, It’s very simple and near from here.

Go straight for few minutes and then you will find a left turn road. Keep going along the road about 20 yards.”

Speaker 1 : “Thank you so much for the information.”

Speaker 2 : “Don’t mention it”

From example dialogue conversation above, opening gambit is I want to go to the hospital. But I don't know. Can you tell me where is the hospital location please ?. The function asking for information about suggestion and offers is to ask.

b. Linking Gambits

This type of gambit is used by students to connect an idea, thought, idea or maintain a conversation. Referring to the observational data of each function the gambits found such as doubtful phrases, arguments and counterarguments and look at the bright side¹⁷. This type of gambit generates an idea or ideas from which later there will be results that will be determined based on the topic, whether agreement is accepted or disagreement on the idea. The agreement received will determine a topic of conversation in the conversation. For instance linking gambits such as : give a reason, responding to a compliment and demanding explanation, etc.

Here example dialogue conversation in linking gambits :

- Speaker 1 : "I'm so worried with best friend ?"
- Speaker 2 : "So what happen with your friend ?"
- Speaker 1 : "My friend was grounded because of she was cheated on a test yesterday."
- Speaker 2 : "I'm sorry to hear that, he deserves to be

¹⁷ *Ibid.*, Page.64.

punished.”

From example dialogue conversation above, linking gambit :
My friend was grounded because of she was cheated on a test yesterday. The function that's why in linking gambits is these gambits are also used to give other speakers a chance to speak or take turns expressing opinions. The expression above is give a reason.

c. Responding Gambits

This form of gambits is utilized to provide each other a response. In English, for example, the following are gambits with three separate functions: “*huh... ya...*”, “*hmm... aha...*”, “*You concur with me, don't you?, in my opinion.*” There are numerous ways to express responses to gambits.¹⁸

Besides, refers to the outcome of observation. Gambits functions also are find expression responding of gambits following: “Right or wrong”, “Accepting a compliment” , “The best love”, etc. While the student is conversing, he or she uses phrases and words such as “*Really? "Aww, that's very sad, thank you very much, That's correct, You're right,etc.* The term *Really?* is one the gambit function that student utilized in the conversation in displaying interest.

Here example dialogue conversation in responding gambits :

Speaker 1 : “What do you think about my presentation today?”

¹⁸ *Ibid.*, Page.64.

Speaker 2 : “It was wonderful. I agree with you with your topic presentation about warming?”

Speaker 1 : “It’s one of global warming effects.”

Speaker 2 : “Yes, I know it. “

From example dialogue conversation above about responding gambits : It was wonderful. I agree with you with your topic presentation about global warming? The function the ways of expressing agreement responding gambits is necessary because it allows speakers to negotiate meaning and reach agreements when interacting with others. The expression responding gambit above is right or wrong.

3. Functions of Gambits

The gambits serve to maintain an idea by requesting information, interrupting, offering a suggestion, expressing a personal opinion, providing a reason, using a hesitation phrase, presenting an argument and counterargument, seeing the positive, demonstrating interest, repeating a point, and accepting a compliment.

In order to, gambit has three different functions. As a concluding example of the interface between linguistics and communication skills, consider the speech function called gambit.¹⁹ In the first gambit acknowledges that one is listening to speaker. Total silence is not use gambit in English conversation, although it is in other languages. When

¹⁹ Joseph F. Kesss, “*Psycholinguistics, Linguistics and The Study of Natural Language*”, (Amsterdam : John Benjamins Publishing Company: 1992). p.161.

the speaker talks with someone and they will make a conversation such as naturally. Therefore, sometimes the speaker expresses such as *hmmmm*, *ahaa*, *such as*, *basically*, *so*, *alright*, *etc.* The second gambit is known as a *question tag* (literally a question tagged on at the end of a sentence). We use gambits on at the end of a sentence in a conversation when we will go somewhere or will find a something. It is designed in the sentence above as an agreement-seeking or consentseeking strategy. For instance : “*You aren't listening, are you?*”, “*You are going to my office, will you?*”, “*Sit down, will you?* “ *etc.* The third gambit is, clearly, a conversation opener. While the students will opener the conversation in the class. They will open the conversation such as “*May I open the question?*” , “ *Can I need your help?*” , *Could you tell me?*” “*Could you help me?*” ,*etc.*

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

Qualitative research is a research method used for collecting, analyzing, studying, and describing a phenomenon to get more information about a phenomenon through narratives in research.²⁰ The the research obtains research by getting responses to get answers. This qualitative research method relies on non-numerical data in the form of words in a narrative. Including the type of textual analysis in the form of content analysis, conversation, discourse, and narrative. The the research decides to use qualitative research to analyze conversational gambitsin speaking skill at SMA N 1 Kibang.

It can be said that qualitative research reveals a deeper phenomenon from an educational point of view which only describes, examines, and explains a phenomenon through narratives in the form of words in research. Understanding phenomena can be achieved in several ways, namely by describing and exploring through narratives. Qualitative research tends to be more analytical and descriptive in the form of words. This qualitative research relies on participation in data collection so that data acquisition is in the form of narratives that can be obtained from interviews and observations. this research is also inductive. Therefore, from the beginning of the research,

²⁰Ronald L. Jackson II, “*What Is Qualitative Research, Qualitative Research Reports in Communication*”, Vol. 8, No. 1, (2007). p.21–28.

starts with direct field observations and ends with drawing conclusions in data collection. The the research decided to use qualitative research to analyze gambit conversation in speaking skill at SMAN 1 Kibang.

The type of this qualitative research is a case study. As a research strategy Case studies are qualitative research methods by conducting or describing on phenomena that nature in-depth case studies of participants where this case study is hoped to reveal things correctly.²¹ This widely used case study is based on a small number of case studies as an observation method, start cognitive learning and complete case study development of three children themselves. One advantage of the case study in this qualitative research method is that it often suggests hypotheses for future studies.

This is a method for studying unique phenomena. This case study also offers support for a psychological theory of the problem at hand. Researchers also interpret observations or data collection to support theory because of these limitations, case study research in this research method must be used with caution and the data obtained must be interpreted for several observations that do not match the existing representatives.

The characteristics of this study are targeted at descriptive qualitative research. Descriptive research is research where researchers can describe, explain and collection the data of personal or group interview, observation and documentation.²² This descriptive research provides information obtained from

²¹ Sherri L Jakson, *“Research Methods and Statistics: A Critical Thinking Approach”*, (United Kingdom: WADSWORTH Cengage Learning :2006). p.86.

²² Norman K. Denzindan Yvonna S. Linclon, *“Qualitative Research”*, (Los Angeles :SAGE: 2018), p.3-4.

members of a group. The purpose of this research is to consider analysis as very important because descriptive data can be validated and important data can be seen that corresponds to the general characteristics that underline a research survey data.

B. Data Resources

Data refers to collection of information. Data is a collection of real information or facts in the form of words, sentences, numbers, video, audio, symbols, and others. Data is obtained by collecting information from certain sources.²³ In this research the the research divides the sources into two items. They are primary and secondary.

1. Primary Sources

Primary data refers include participant observation fieldnotes, photographs of field situations taken by the the writer records of specific activities, rituals, and personas (with associated locational and descriptive data), maps and diagrams drawn by the the researchor by field assistants or participants in a study (with accompanying explanations).²⁴

Primary sources are original materials that form the basis of research. This is direct testimony or evidence about the subject in question. Primary sources present information in its original form that has not been interpreted, summarized, or evaluated by other reseachers. The main source of this study is data on student learning outcomes, and presents the data in its original form, not interpreted, summarized, or

²³Lisa M. Given, "*Qualitative Research Methods*", (California : Sage:2008). p.187.

²⁴*Ibid.*, Page.232.

evaluated by other reseachers. The main source of this research is the students' of the eleventh graders of SMAN 1 Kibang for the academic year 2022/2023.

In addition, the main source of this study is the results of observation fieldnote and video recording with 15 students and English teachers, whose aims are to obtain information about SMAN 1 Kibang conversational gambit and to find out the types and functions of gambit in speaking skill.

2. Secondary Sources

Secondary sources refer to documents that are important in describing this historical context and the current situation in a community where the research is being conducted.²⁵ The secondary source transfers interpretation or analysis based on the primary source. Research can describe primary sources and often uses them to support a particular point or argument or to persuade readers to accept a particular point of view. Secondary sources for this research include environmental research papers, journals, e-books research articles and interviews.

C. Data Collection Technique

Data collection is taken from the data analysis process into theory or interpretation. Data collection is the accumulation of specific evidence that will enable the the research to analyze precisely the results of all activities

²⁵ *Ibid.*, Page.232.

with his research design and procedures.²⁶ In the process of collecting data, the the research collects the results of value data in the learning process for the students of SMAN 1 Kibang. In this study, the the research will use three techniques to collect data. There are observation, documentation and interview.

1. Observation

Observation is an open information gathering process, directly by observing people and places in the research location.²⁷ In this study, the the research will observe students' conversation gambitsin speaking skill at SMAN 1 Kibang for the 2022/2023 academic year. In this research, the writer will observe and classify the types and the functions of gambit according the data comes from the observation sheet. From the observation sheet in axecuting the observation sheet. The researcher used fieldnote and video recording to observe those gambits frequently used by the students.

2. Documentation

Qualitative researchers uses written documents or other artifacts to gain an understanding of the phenomenon under study. In this research, the the research uses document technique to collect data. It documents conducted between to interview and observe. Documents can be a

²⁶ John W. Creswell, "*Research Design*", (California: Sage Publications : 2000). p.85.

²⁷ John W. Creswell, "*Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*", (England: Pearson Education: 2002). p.151.

valuable source of information in qualitative research²⁸. Creswell cites that the documents represent both public and private documents. Public documents are provided in the form of official memos. Examples of personal documents are journals and personal records. Therefore, secondary data needs to be documented as a source of data in the form of documentation. In addition, the research will get data in the form of documentation about history SMA N 1 Kibang, structure school, organization. Furthermore, the researcher collected data from the results of video recording of students' communication.

D. Data Analysis Technique

The important part of research study is the analytical data, as the results are the conclusion from all of the research. Data analysis means studying the tabulated material to determine the facts and meaning of the characters. It is the decomposing characters into simple parts and the collection of those parts into new arrangements for interpretation. The the research will apply Miles and Huberman illustration the data. The middle of this analytical model is presented in this figure.1 The componets of this analysis model are pictured by this figure.

²⁸ Matthew B. Miles et al, "*Qualitative Data Analysis A Methods Sourcebook*", (Los Angeles : Sage :2014). p.503.

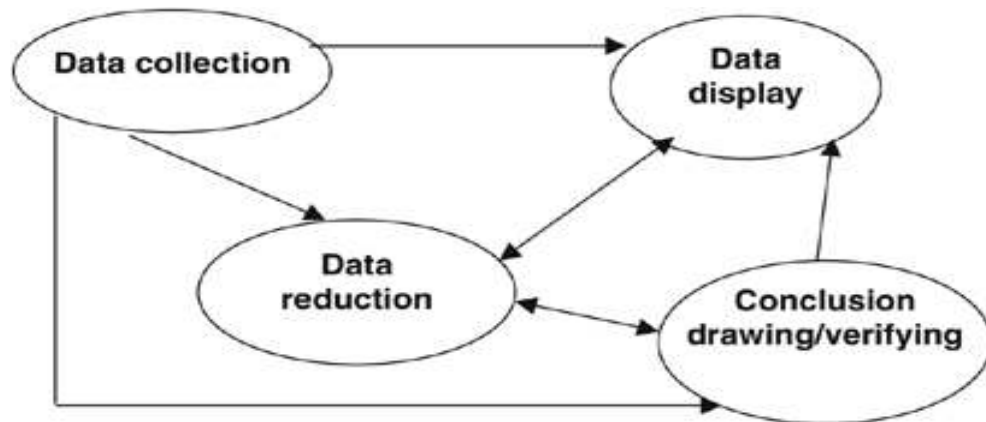


Figure 3.1 Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:²⁹

1) Data Collection

Data collection is the step in which researchers collect all the data that will be used to complete the study. As part of the data collection, the the research collects data in the form of archive of students conversation record at the Eleventh Graders at SMA N 1 Kibang. In the case, a reseacher will come into the classroom to observe and record the video on a conversation in the Eleventh Graders at SMA N 1 Kibang.

2) The data reduction.

The the research reduces the data by summarizing and choosing specific things. In the process of parsing the data, the the researchis guided by the the research question because in the study there are 2 research questions, there are:

²⁹*Ibid.*, Page.12.

- a) The first is what types of gambits are spoken by the students in their communication. Hence, the the research focuses on the data collected types of gambits in speaking skill. Therefore, the the research chooses the data in accordance with this first research question.
- b) The second, related is the use of Gambit in students' communication. The the research will conduct the data needed from interview related is the use of Gambit in students' communication in speaking skill

3) To data display

In the display the data researcher usually will use graphics, figures, or charts. The display data should be able to describe the content entire the data.

4) Conclusion and Data Findings.

The the research will verify the research by making conclusion of data findings. The the research make conclusion from the result of two question. Therefore, the conclusion that the analysis of data has several functions in the analysis of research data. This includes reproducing types of gambits and the use gambits in speaking skill.

Based on description above, the the research will conduct this qualitative research with a series of qualitative research steps by collecting data related to video archives of students' conversation English in class. Results of students and teacher interview is about the use of gambits in conversation. After collecting data, the the research will sort

the conversation data according to the research. After the sorting results are obtained, the research will display the data using a description of the words and strengthen it by using tables. Finally, the research will write a conclusion.

CHAPTER IV
RESULT OF THE RESEARCH AND DISCUSSION

A. Description of The Research

1. Description of Research Location

a. The History of SMA N 1 Kibang East Lampung

SMA N 1 Kibang East Lampung that is one of favorite school in Metro Kibang, East Lampung. This classroom action research was done at SMA N 1 Kibang East Lampung is located in Kibang, , Metro Kibang District, East Lampung Regency, Lampung Province. SMA N 1 Kibang East Lampung located with an area of 12,500 M². SMAN 1 Kibang founded in 2001 with NPSN number 10805996 initiated by teachers and the community local , until moment This is SMAN 1 Kibang is the only Public High School in Metro Kibang District with letter decision East Lampung Regent No. 205/15/SK/2003 challenge National Junior High School and Senior High School in East Lampung Regency .

Table 4.1.1 Period of Position Headmaster of SMA N 1 Kibang East Lampung

NO	NAME	PERIOD OF POSITION HEADMASTER
1.	Dra. ROSA KASWANTY	2001 until 2011
2.	SURIPTO	2011 until 2013
3.	Dra. DEWI WASTURI,MM	2013 until 2018
4.	LINDA KRISNAWATI,M.Pd	2019 until 2020
5.	TETY EFENTLY DAULY,S.Pd	2020 until 2021
6.	Dra. MEY SRIYANI,MM	2021 until now

b. Vision, Mission and of SMA N 1 Kibang East Lampung**1) Vision of School**

“ Faith, piety, noble character, achievement, and master science and technology”

2) Mission of SMA N 1 Kibang

Mission created to achieve the above vision are as follows:

- a) Increasing faith and devotion to God Almighty
- b) Developing character-based education
- c) Implement discipline by prioritizing role models
- d) Improving excellent service in the field of administration that is professional, effective and efficient
- e) Increasing the awareness of school residents towards the environment
- f) Fostering public and stakeholder trust in the development and progress of schools
- g) Improving facilities and infrastructure to support learning activities and school activities
- h) Improving student achievement in academic and non-academic fields
- i) Develop students' interests, talents and achievements so that they grow and develop according to their potential

- j) Carry out creative, innovative learning based on information technology.

c. School Identity

School identity is about fostering collaboration and a sense of school dignity among your students and distinguishing their connection to the school

Table 4.1.2 School Identity

School Name	SMA N 1 Kibang
NSS/NPSN	30112040100 9/10805996
School Address Street	Jl. Raya Kibang
School Address Village	Kibang
School Address District	Metro Kibang
Regency	East Lampung
Province	Lampung
Postal Code	34331

d. The Condition of Teacher and Official Employers at SMA N 1 Kibang

SMA N 1 Kibang East Lampung as school accredited A with amount entourage study 17th grade , with the number of active teachers until moment This there are 52 people, and 61.54% or 32 teachers have own certificate educator (certification). The majority of teachers are permanent with civil servant (PNS) status

behind stratum 1 (S1) totaling 42 people while those who have strata 2 (S2) number 4 people, teachers No permanent (honorary) background behind strata 1 education (S1) as many as 6 people and no there is a background teacher behind Diploma 3 education (D3). Under This presented data on the condition of teachers at SMA N 1 Kibang.

Table 4.1.3 Condition of Educators at SMAN 1 Kibang Academic Year 2022/2023

Teacher Status	Highest Degree						Amount
	D1	D2	D3	S1	S2	S3	
Permanent Teacher (PNS)	-	-	-	42	4	-	46
Teacher No Permanent (Honorary)	-	-	-	6	-	-	6
Amount				48	4		52

Source : Documents SMAN 1 Kibang Curriculum , 2022

Teaching staff at SMA Negeri 1 Kibang Already exceed adequacy need power educator , elementary determination Enough or No based on amount entourage study and count availability of study hours . Based on teacher mapping at SMAN 1 Kibang amount power educator support eye lesson as many as 52 people educator with total number of hours as much as 777 hours, power teacher needed in accordance with need For certification is 41 people power educator This means excess power educator as many as 15 people, and shortages power educator 2 people on the eye lesson Art Culture and Mathematics 1 person each. Under This table mapping power educator support SMAN 1 Kibang lesson year 2022/2023.

Table 4.1.4 Amount Teacher of SMA N 1 Kibang East Lampung

NO	TEACHER OF SMA N 1 KIBANG EAST LAMPUNG		
	FEMALE	MALE	AMOUNT
1.	25	30	55

It can be seen in appendix list of Teacher of SMA N 1 Kibang East Lampung

Table 4.1.5 Educator Mapping Subject Teacher at SMAN 1 Kibang 2022/2023 Academic Year

NO	SUBJECTS	CLASS			NUMBER OF HOURS	NUMBER OF TEACHERS
		X	XI	XII		
A. MANDATORY GROUP						
1.	a) Islamic Education	18	21	18	57	4
	b) Christian education	2	-	1	3	1
2.	Civic Education	12	14	12	38	5
3.	Indonesian	24	28	24	76	4
4.	Math	24	28	24	76	3
5.	Indonesian History	12	14	12	38	2
6.	English	12	14	12	38	4
7.	Art Culture	12	14	12	38	1
8.	Physical Education	18	21	18	57	3
9.	Entrepreneurship	12	14	12	38	2
10.	Lampung language	12	14	12	38	3
B. NATURAL SCIENCES INTEREST GROUP						
11.	Mathematics	9	16	12	37	1
12.	Biology	9	16	12	37	3
13.	Physics	9	16	12	37	3
14.	Chemistry	9	16	12	37	4
C. SOCIAL SCIENCES INTEREST GROUP						
15.	History	9	12	12	33	2
16.	Geography	9	12	12	33	2
17.	Economy	9	12	12	33	5
18.	Sociology	9	12	12	33	2
Amount					780	55

Source : Documents SMAN 1 Kibang Curriculum, 2022.

Notes :

- | X CLASS | XI CLASS | XIII CLASS |
|------------------------------|-------------------------------|-------------------------------|
| • Natural Sciences:3 Rombels | • Natural Sciences: 3 Rombels | • Natural Sciences: 3 Rombels |
| • Social Sciences: 3 Rombels | • Social Sciences : 3 Rombels | • Social Sciences : 3 Rombels |

From Table above, we can see that the education status of SMA N 1 Kibang East Lampung is good both in terms of staff and expertise. Behind education. This really supports school efforts improve the quality of learning in particular and the quality of graduation in general. It competes with state secondary schools and other institutions of higher education for continuation of higher education.

e. The Quantity of the Students of SMA N 1 Kibang East Lampung

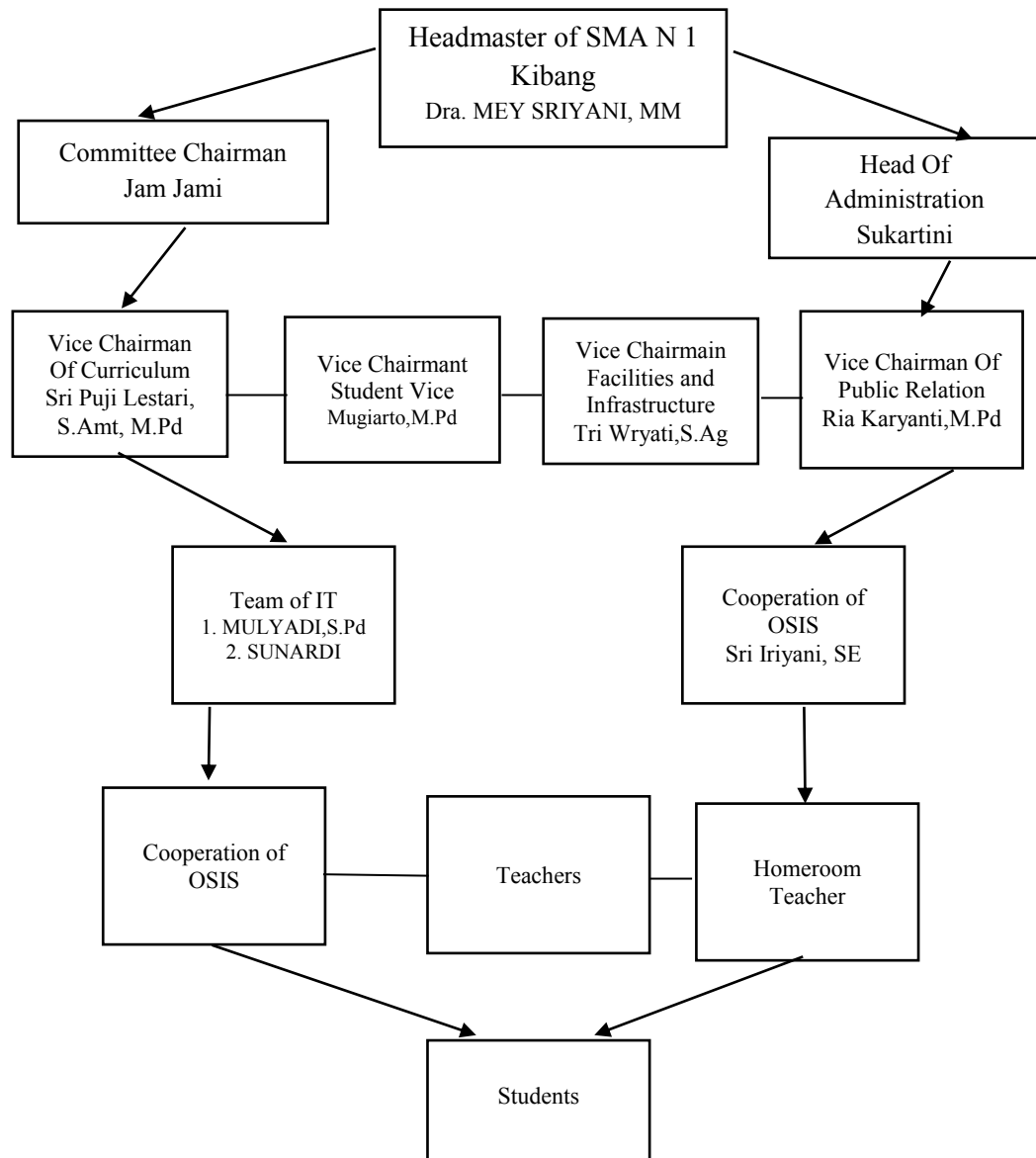
Table 4.1.6 The Table of The Quantity of the Students of SMA N 1 Kibang

NO	CLASS	MAJOR						AMOUNT
		NATURAL SCIENCES			SOCIAL SCIENCES			
		I	II	III	I	II	III	
1	X	29	28	28	28	28	28	169
2	XI	28	29	28	30	29	28	172
3	XII	29	29	29	23	32	27	140
TOTAL								481

f. Organizational Structure of SMA Negeri 1 Kibang East Lampung

The organizational structure of SMA Negeri 1 Kibang East Lampung is as follows:

Figure 4.1.1. The organizational structure of SMA Negeri 1 Kibang East Lampung Academic Year 2022/2023



g. The condition of building of SMA N 1 Kibang East Lampung

SMA N 1 to support teaching and learning processes Kibang has many buildings and other supporting facilities. These building and facilities from the following :

Table 4.1.7 The Condition of Building of SMA N 1 Kibang East Lampung

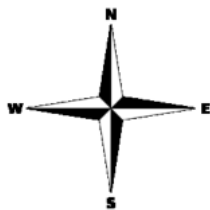
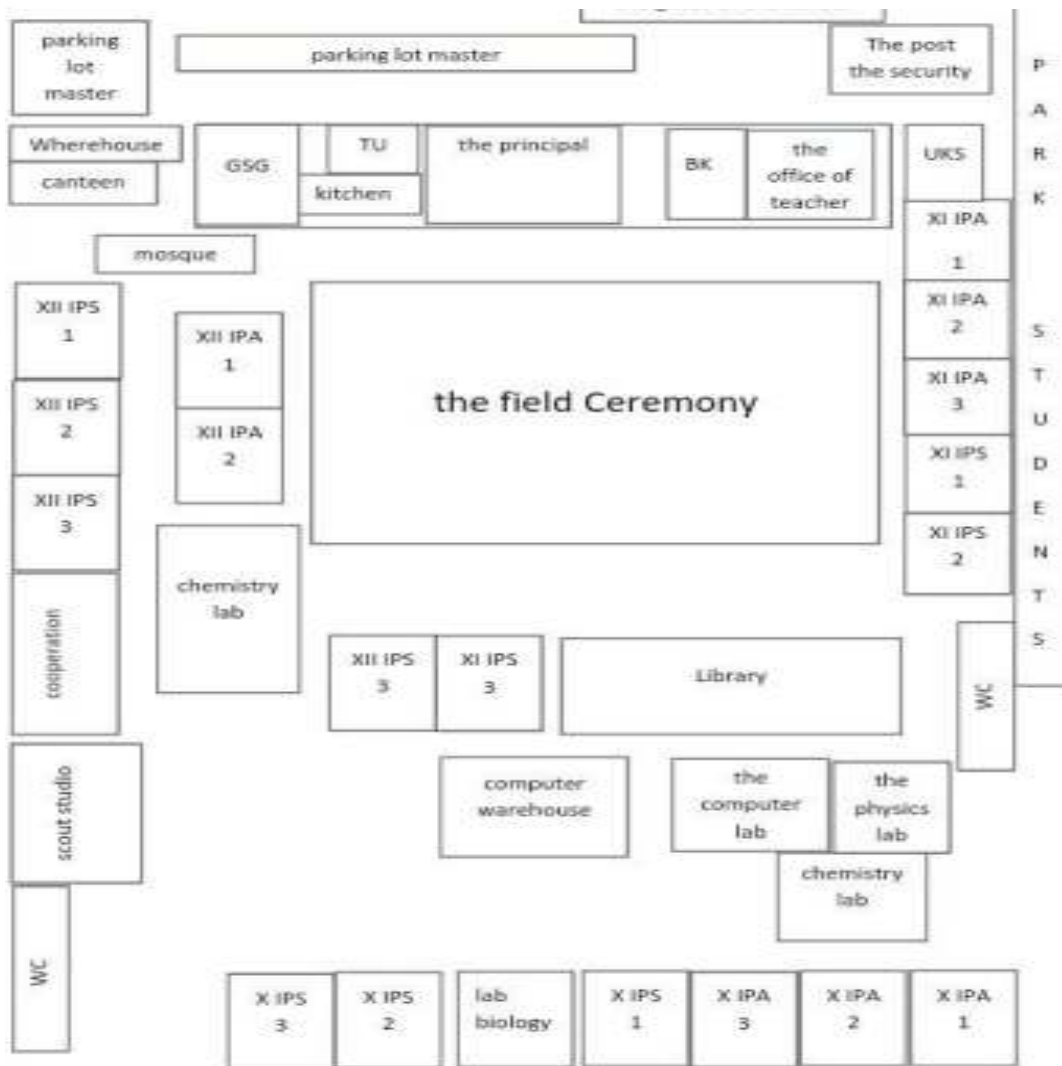
NO	TYPES OF LEARNING RESOURCES	TOTAL	AVALIABLE	NOT AVALIABLE
1.	Library room	1	√	
2.	Computer laboratory room	2	√	
3.	Biology laboratory room	1	√	
4.	Pysics laboratory room	1	√	
5.	Chemistry laboratory room	1	√	
6.	Futsal field	1	√	
7.	Classroom	19	√	
8.	Computer	35	√	
9.	Lcd	10	√	
10.	Display board	3	√	
11.	The mosque	1	√	
12.	Canteen	2	√	
13.	Basketball court	1	√	
14.	Volleybart court	1	√	
15.	UKS	1	√	
16.	Parking	3	√	

Condition of facilities and infrastructure used by students support for the learning process. Part of the table above shows that this is possible. It can be seen that SMA N 1 Kibang has adequate facilities and equipment. Facilities were good as everyone was there to support teaching and learning activities at school.

h. The Location sketch of SMA N 1 Kibang East Lampung

SMA N 1 Kibang a school location sketch as follows :

Figure 4.1.2. The School Location Sketch of SMA Negeri 1 Kibang East Lampung



2. Description of Research Data

1. Types of Gambits

The results were types of gambits spoken by the students in their communication at the Eleventh Grade At SMA N 1 Kibang. The researcher spent about a month collecting the data, speak as naturally as possible. Researcher had to student timetable or schedule in that observation. The researcher using observation gambits strategy to analysis conversation speaking student's in the classroom. The researcher was conducted observation on Thursday, Mei 11th 2023 at 12.30 p.m until 14.00 pm.

Based on the observation above, gambit expressions commonly used in daily activities usually in the opening the lesson or before teaching or learning, during the learning process, and the end of English subject of the day. In daily activities during English class the English teacher memoried and prepared materials for the students. The first observation that the students to make groups there were 3 students in their groups. There were 5 groups in the first and the second observation in the classroom MIPA 3 at SMA N 1 Kibang. Then the teacher ended the class by greeting the student, in order to the teacher asked list of participants. After that, the teacher motivated me to get students talk to get data about conversation gambits in speaking skill their daily learning. During that time, the researcher found that the teacher always had the subject of English Teacher that everyday conversation was used a lot when communicating

with students. And the researcher found that gambit express strategy signal.

In this meeting the researcher was being on third observation and the collaborator was being a teacher. The researcher told to the students in MIPA 3, the researcher would conduct the research in their classroom in order to know their speaking skill before conversation action research. Researchers document the entire educational process classroom learning activity and a researcher gave the group a task for the students. Data were analyzed based on the occurrence of appearance or showing gambits or filler while the conversation in the classroom.

The researcher found were balanced communication required between teacher and students such as : start a gambits conversation (opening gambits, connect (linking gambits) and giving information (Responding gambits). In the next session, the second observation that the students to make groups in the sama groups. The English teacher used English conversation. Expressing strategies in teaching and learning through discussion material on the different theme. The English teacher explained about the material asking and giving opinons. After reading the material, the English teacher and the researcher asked the students questions about things in the classroom. The students looked interactive with gambit expressions in teaching speaking skills. Then the students practice conversation that was wrote in the paper. And one by one the group did conversation in the classroom.

The researcher concluded that English conversation strategies would be used by the material. The students seem interested in understanding in the process of teaching and learning. Then the English teacher gave the students a chance to raise their hands. The English teacher corrected the student's mistake directly because there was a problem. After that, the teacher asked one of the students to stand up. The researcher had other students explain it to me in front of the class. That describes a student standing in front of the classroom.

In the last session of research, the teacher checked the last lesson about the material. The English teacher spoke English and gave expressing Conversational Strategies While Teaching and Learning discuss related materials. More examples of English conversation strategies in natural sciences of 3 class was active giving something and to get information and change the conversation from active to passive. The students seemed interested in and understood the lesson. Learning process. Then the teacher gave the students the opportunity to when something was difficult, they asked questions and the teacher corrected them. After that, the teacher asked the three of the groups such as : students stood in front of the class and asked other students, students practiced active and passive dialogue students standing in front of the classroom. In addition, the researcher used assessing of the conversation gambit and took camera to have video recorder about the students conversation in the classroom.

The researchers explained the gambits strategy expressions in classroom conversations with students in teaching and learning English. The English teacher used 3 types of gambits strategies such as : The first type of gambit strategy is the term "opening gambit". In the process of teaching and learning, such as "first of all" in opening lesson in the classroom.

In addition to starting Gambit, the English teacher not only used opening gambits to started the lesson. The English Teacher was either used Linking Gambits during the lesson The teacher used one of her gambits during the lesson learning processes such as "Oh, I almost forgot" are used at such times, "In this situation" "but the problem is" is used as a teacher. In speaking instruction through English conversation Moreover, the researcher found the difference between first observation and second observation. The first observation the students were a little confused about the use of gambits, how to pronounce, and determine the topic, but after that the researcher gave examples and stimulated students to be able to make script topics for each group. Then next, the second observation when students appear in front of the class by doing conversation gambits, students do not experience difficulties, only a few are still confused about how to pronounce in English.

Finally, Based on opening gambit and linking strategy Gambits. The English teacher and students practiced responding to observations. The expression were "Right, that's correct". The researchers wrote what kind

of reactive strategies was responding gambits. The English teacher and students practiced it during a classroom observation of expressions used by teachers. Fixed correct answer for students showing "No, unfortunately not". Used when a teacher corrects a student's incorrect answer. Furthermore, observational data support the following, the researchers used interviews to know identify strengths english conversation practice in the classroom to speak English conversation. There were 3 types gambits that found data on my observation in that video recorder in natural sciences of 3 in the classroom such as :

1) Opening Gambits

Opening gambit is the first phase or a word or sentences that served as an introduction to opinions or ideas. The opening gambit is not only used to start a conversation, it is necessary and important to introduce the topic to be discussed. Opening gambit was expressed to greeting, making request, making offers , asking for information , breaking in, personal opinions, etc.

The first was that students, the researcher gave stimulations and evaluation about the materials in the past. Especially, in speaking skill students must have to speak English, in order to speak English in conversation. The researcher made a groups to students. There were 5 groups in the classroom. In 1 of a group there were 3 students. Finally, the students made a topic, groups and presentation in front of the class.

a) Asking for Information

Asking for information is an expression to ask for information to other people. Asking for information is usually to ask for a place, time or other. Asking for information to find out the situation or discuss something which usually begin with 5 W + 1 H (What, why, where, when, how?) and also usually begin with can, could, would, etc. Asking information can be used both formally and informally depending on the situation. Then, the expression of asking for information could be seen in D1 below :

Student 3 : “Happy Birthday and Can I know what is that?”

Students 1 : “Hmmm, This shoes.”

Referring to the data of observation showed that opening gambits used by students to get information. While the student making conversation there were words and phrases were uttered such as “Happy Birthday and Can I know what is that” is asking for information. Besides, in D2 asking for information were drawn as follows :

Student 5 : “ Do you have a plan today?”

Student 4 : “ Hmmm yeahh, I do.”

Student 6 : “Great. Can you tell us?”

Student 4 : “Alright.”

In expression “Do you have a plan today?” and “Great. Can you tell us?” is asking for information. From these words or

phrases, it was found the gambits functions such as asking for information. And then, In D3 asking for information such as :

Student 9 : “Do you need any help?”

Student 7 : “Yeah, I do.”

Student 8 : “How much money do you have now?”

Student 7 : “Not much.”

Student 9 : “Alright, Do you have shopee application?”

Student 7 : “I don’t”

Student 8 : “Any else application shop?”

Student 7 : “I don’t”

In expression “Do you need any help?”, “How much money do you have now?”, “Alright, Do you have shopee application?”, “Any else application shop?” is asking for information. In addition, the expression could also be seen in D4 below :

Student 10 : “Who is your favorite teacher guys?”

Student 11 : “My favorite teacher is Miss Tika”

Student 10 : “How about you?”

Student 12 : “HmMMMM, my favorite teacher is Mr Ali”

In expression above in D4 “Who is your favorite teacher guys?” was asking for information. Furthermore expression in D5 following :

Student 13 : “What do you think about that Fried Rice?”

Student 14 : “The tastes is hot and delicious like in the restaurant”

In that expression was “What do you think about that Fried Rice?” asking for information.

Based on the analysis above, one of the students’ uttered one of the types in gambits, it was asking for information (What do you think...). in this case, the student asked with friends because she wanted to get information about the opinion or statement. The form also uttered for many times on the students’ conversation during the learning in the classroom proses, but they were uttered in different context, such as “Happy Birthday”, “ Can I know what is that” , Do you have a plan today?” “Great, Can you tell us?” , Do you need any help?”, “How much money do you have now?”, “Alright, Do you have shopee application?”, “Any else application shop?” , By the way, do you know agenda today in our school?” “Who is your favorite teacher guys?”, and What do you think about that Fried Rice?”

b) Interrupting

Interrupting the conversation means interrupted when the listener interrupts the speaker during the conversation. As a result of interrupting the listener, the speaker stops talking and the listener becomes the speaker. Interrupting in expression explain such as :

In addition expression in D2 following :

- Student 4 : “But, I’m confused with city I will go it”.
- Student 6 : “I can help you”.
- Student 5 : “Ahaaaa, Me too.”
- Student 4 : “Please give me suggestion guys”.
- Student 5 : “Okay, in my opinion, I like bandung because it is best view”.
- Student 6 : “In my opinion, I like bali because many beautiful beach”.

In that expression “Please give me suggestion guys” was interrupting. Moreover, interrupting expression in D5 following:

- Student 14 : “Today , so arrive almost late”.
- Student 15 : “10 minutes again bell is ringing”.
- Student 13 : “Yeah, I know. I am not yet breakfast”.
- Student 14 : “What’s wrong?”
- Student 13 : “My bike is broke just now”.

In that expression “Today , so arrive almost late” was interrupting.

It can be seen the students was interrupt when student 1 explained about their activity about the statement. The expression of interrupting such as “Today, so arrive almost late” is interrupting.

It was gambit uttered declarative form.

c) Personal Opinion

Personal opinion based on one's personal feelings rather than facts. Personal opinion of the values of a person or thing. In

addition expression of personal opinion can be seen in the following dialoge:

Student 2 : “Happy Birthday and Can I know what is that?”.

Student 1 : “Hmmm, This shoes.”

Student 2 : “Woww, so pretty”.

Student 3 : “I think you look beautiful today”.

Student 2 : “Yeah, you look different today”.

Student 1 : “Are you sure?”

Student 2 : Yeah, I’m sure

Student 1 : What do you think guys ?

Student 3 : It’s ok.

Student 1 : Really?

Student 2 : Yeah, really.

In that in D1 expression such as : “I think you look beautiful today”, “Yeah, you look different today”, “It’s ok.” And “Yeah, really.”

Gambit an expression that can be used during teaching and learning English lesson: "I think" is used for students tries to express their opinion. "I think" is used. Moreover, the form expressed in this regard was declarative.

d) Telling The Story

Telling the story gambits that expressions is used to tell something that is real or not real. Tell something usually

according to the opinion of one person or two or more people. Telling the story in the classroom is the used when students want to “introcuction their self” that can be used in teaching and learning.

In addition expression telling the story in D2 such as :

Student 6 : “Jogya is good view too”.

Student 5 : “I think so”.

Student 4 : “I will tell my mom and dad first about that”.

Student 5 : “Yeah, keep safety”.

In that expression D2 above “I will tell my mom and dad first about that” was telling the story.

The gambits expression telling the story is used teaching and learning in the classroom. The expression “I will tell my mom and dad first about that” was uttered telling the story or explain or sharing the statement with their friend in conversation. That an explanation was given to the student another student made a comment, but the other student asked if they would accept it. It is used when the teacher draws conclusions about the content. The form of gambit was declarative.

Table 4.2.1. Data Display of Opening Gambits

TYPE GAMBITS					
NO	OPENING	UTTERENCES	CODE		FORMS
1	Asking for Information	1. Happy Birthday and Can I know	D1	Student 3	Interrogative

		what is that			
		2. "Do you have a plan today?" and "Great. Can you tell us?"	D2	Student 5	
		3. "Do you need any help?"		Student 9	
		4. "How much money do you have now?"		Student 8	
		5. "Alright, Do you have shopee application?"	D3	Student 8	
		6. "Any else application shop?"			
		7. "Who is your favorite teacher guys?"	D4	Student 10	
		8. "What do you think about that Fried Rice?"	D5	Student 13	
2	Interrupting	1. "Please give me suggestion guys"	D2	Student 4	Declarative
		2. "Today, so arrive almost late"	D5	Student 14	
3	Personal Opinion	1. "I think you look beautiful today"	D1	Student 3	Declarative
		2. "Yeah, you look different today"		Student 2	
		3. "It's ok."		Student 3	
		4. " Yeah, really."		Student 2	
4	Telling the story	1. "I will tell my mom and dad first about that"	D2	Student 4	Declarative

2) Linking Gambits

When talking or communicating with people, our communication is not just about the same topic, it is also necessary to change the topic or give people a chance to speak. In order, the main purpose of using linking

is to the way strategy is to ensure that our audience is better prepared and able to listen to our arguments and points of view. And linking gambits also give feedback based on our reasoning while communication.

a) Give a Reason

Give a reason for something is a fact or action that explains why something is happening or causes it to happen. Explain to someone why you did something, especially if you think you did something wrong. In addition expression give a reason in D2 such as :

Student 4 : “I will trip with my mom and dad next week.”

Student 5 : “Ahaaaa, Really?”

Student 4 : “But, I’m confused with city I will go it.”

Student 6 : “I can help you”.

Student 4 : “Please give me suggestion guys”.

Student 5 : “Okay, in my opinion, I like bandung because it is best view”.

Student 6 : “ In my opinion, I like bali because many beautiful beach”

Student 4 : “Thankyou for your ideas guys”

Student 5 : “Sure”

Student 4 : “But, I missed moment in Jogya”

Student 6 : “Jogya is good view too”

In that expression in D2 “But, I’m confused with city I will go it.”, and “But, I missed moment in Jogya” were give a reason.

One of the students were shown explained the reasons for their group. The student voted differently than the rest of the group and explained why. In this case, gambit has the ability to give reason, and its form also the students' conversations during the students were conducted in different voices, context such as "But, because,ect". Gambit was uttered by students in the form declarative.

b) Responding to A Compliment

Accepting and responding to praise means expressing gratitude and sharing it with your offensive. Compliments were usually important for building conversation looks nature. In addition expression responding a compliment in D4 following :

Student 11 : "I think Miss Tika is kind, friendly, humorous, and beautiful".

Student 10 : "I agree with you . and Miss Tika is fashionable And talking active with students. I like it".

Student 12 : "Hmmmmmm, I Like Mr Ali because he is so kind and also friendly too".

Student 10 : "Alright, we have favorite teachers."

In that expression above in D4 "Hmmmmmm, I Like Mr Ali because he is so kind and also friendly too", was responding to a compliment.

The gambits expression that be used in process teaching and learning during in the classroom. It was also supported the process teaching and learning that collect the agree or disagree that their said or their accept it or not. The uttered was “Hmmmmmm, I Like Mr Ali because he is so kind and also friendly too”. The point responding to a compliment was because. And this form gambit was declarative.

c) Demanding Explanation

Definition demanding explanation for explained a challenge of defending what someone said. Demanding explanation a lot of time and attention. And advice to attention from others to collect information.

In addition expression demanding explanation in D3 following:

Student 9 : “Do you need any help?”

Student 7 : “Yeah, I do”

Student 8 : “How much money do you have now?”

Student 7 : “Not much.”

Student 9 : “Alright, Do you have shopee application?”

Student 7 : “I don’t”

Student 8 : “Any else application shop?”

Student 7 : “ I don’t”

In the expression above “Do you need any help?”, “How much money do you have now?”, “Alright, Do you have shopee

application?”, “Any else application shop?” were demanding explanation.

An analysis of Demanding Explanation was explained that one of the students asked to give more explanation about the topic. This form gambit was interrogative.

Table 4.2.2 Data Display of Linking Gambits

Linking	Utterences	Code		Forms
Give a reason	1. “But, I’m confused with city I will go it.”	D2	Student 4	Declarative
	2. “But, I missed moment in Jogya”		Student 4	
Responding to a compliment	1. "Hm, I Like Mr Ali because he is so kind and also friendly too”	D4	Student 12	Declarative
Demanding Explanation	1. “Do you need any help?”	D3	Student 9	Declarative
	2. “How much money do you have now?”		Student 8	
	3. “Alright, Do you have shopee application?”		Student 9	

3) Responding Gambit

In communicating, we expect people to be able to respond and comment about the theme or topic in conversation. The topic was important because successful communication depends on what and how people react to it others say. Therefore, Response gambits are used to give responses and comments to make communication more nature and enjoyable.

a) Right or Wrong

Definition right or wrong that was correct something bad or good thing. Right or wrong was explained the details who or what that cause someone to like or unlike about that statement. In addition expression right or wrong in D1 following:

Student 1 : “What do you think guys?”

Student 3 : “ It’s ok”.

Student 1 : “Really?”

Student 2 : “ Yeahh, Really”

Student 3 : “I agree with you bro”.

In the expression above “I agree with you bro” was right or wrong. Besides, expression right or wrong in D4 following :

Student 11 : “We must buy some flowers to the teachers”

Student 12 : “Ahaaa, agree.

Student 11 : “I think Miss Tika is kind, friendly, humorous,
and beautiful”

Student 10 : “I agree with you . and Miss Tika is fashion and
talking active with students. I like it”

In that expression above “Ahaaa, agree” and “I agree with you.
and Miss Tika is fashionable and talking active with students. I like it”

Based on the extract above, it was shown that Gambit has the following features: the difference between using or accepting a good opinion versus using or accepting a good opinion. Refuse to answer in

the context of the statement. The form of this movement was declarative.

b) Accepting A Compliment

Definition accepting a compliment that someone to show appreciate to believe that the good or nice things are true or real. In addition expression accepting a compliment in D2 following:

Student 6 : “In my opinion, I like Bali because many beautiful beach”.

Student 5 : “Sure”

In that expression “In my opinion, I like Bali because many beautiful beach” was Accepting a compliment. Besides, expression accepting a compliment could be seen in the following dialogue:

Student 7 : “I Think this one”

Student 8 : “Yeah, Perfect”

Student 9 : “Beautiful and cheap. Go check out”

Student 7 : “Ok guys, thanks for helping”

Student 8 : “Sure”

In that expression “Ok guys, thanks for helping” was categorized into accepting a compliment. It is clear that the students said: Thank you or accept compliments on this topic. In this case he said "thank you" at which point he accepted another friend's answer. From the context it seems that It turns out that chess moves

also function as acceptance of compliments. Moreover, this movement was expressed declaratively.

c) The Love Best

Definition The Love Best was intense and deep affection for another. The Best Love also means feeling a strong affection for someone. The Love Best can also refer to having a strong liking for something or being very fond of something. In addition expression the best love in D4 such as :

Student 10 : “Who is your favorite teacher guys?”

Student 11 : “My favorite teacher is Miss Tika”

Student 10 : “How about you..... ?

Student 12 : “Hmmmmm, my favorite teacher is Mr Ali”

Student 10 : “And me, my favorite teacher the same ”

Student 11 : “I think Miss Tika is kind, friendly humorous, and beautiful”

Student 10 : “I agree with you. and Miss Tika is fashionable and talking active with students. I like it”

Student 12 : “Hmmmmmm, I Like Mr Ali because he is so kind and also friendly too”

In expression above were “My favorite teacher is Miss Tika”, “Hmmmmm, my favorite teacher is Mr Ali”, “I think Miss Tika is kind, friendly, humorous, and beautiful”, “I agree with you . and Miss Tika is fashionable and talking active with students. I like it”

and “Hmmm, I Like Mr Ali because he is so kind and also friendly too” were the best love.

Table 4.2.3 Data Display of Responding Gambits

RESPONDING	DESCRIPTION	CODE		FORMS
Right or wrong	1. “I agree with you bro”	D1	Student 3	Declarative
	2. “Ahaaa, agree.	D4	Student 12	
	3. “I agree with you and Miss Tika is fashionable and talking active with students. I like it”	D4	Student 10	
Accepting a compliment	1. "In my opinion, I like bali because many beautiful beach”.	D2	Student 6	Declarative
	2. Ok guys, thanks for helping	D3	Student 7	
The Love Best	1. “My favorite teacher is Miss Tika”	D4	Student 11	Declarative
	2. “Hm, my favorite teacher is Mr Ali”		Student 12	
	3. “I think Miss Tika is kind, friendly, humorous, and beautiful”		Student 11	
	4. “I agree with you . and Miss Tika is fashionable and talking active with students.	D4	Student 10	

Moreover to make clearly understanding, a number of gambit types could be drawn in a percentage. The highest percentage indicated the dominant types of gambits. On the other hand, the lowest percentage showed less types of gambit. The following table was the percentage of conversation gambits as follows:

Table 4.2.4 The Frequency of Types Conversation Gambits Used by The Students in Classroom

NO	TYPES OF CONVERSATION GAMBITS	UTTERENCES	PERCENTAGE
1	Opening Gambits	15	50%
2	Linking Gambits	6	20%
3	Responding Gambits	9	30%
Total		30	100%

On the basis of the table above, it could be seen that the number of opening gambits was 15 types or 50%, linking gambits was 6 types or 20% and responding gambits was 9 types or 30%. In addition, it could be concluded that the most types used by the students was opening gambits and the few types gambits used was linking gambits.

2. The Function of Gambits

Based on the previous analysis, the researcher found that there were three functions of gambits in students' communication in the conversation such as : in the first gambit acknowledges that one is listening to speaker or , especially on the phone. The second gambit is known as a *question tag* (literally a question tagged on at the end of a sentence). And the last, gambits is conversation opener in a conversation when we will go somewhere or will find a something.

In particular, the researcher analyzed uses of gambit students' communication conversation in the classroom. The above data was recorded as the primary data of 15 students in the eleventh graders in MIPA

3 . they always. The student's MIPA 3 used conversation gambits for communication such as opening gambits and linking gambits and responding. Moreover, the functions of gambits were specific and related of each types in the following descriptions or clasifications.

a) Gambit Acknowledges That One Is Listening To Speaker.

In addition Gambit acknowledges that one is listening to speaker in D1 following :

Student 1 : "I got a prize to my birthday"

Student 3 : "Ahaaa. Happy Birthday to you"

Student 1 : "Thank you"

Student 2 : "Happy birthday Can I know what is that?"

Student 1 : "Hmmm, This shoes."

In expression in D1 such as : "Ahaaa. Happy Birthday to you" and "Hmmm, This shoes" were utterenced function type 1.

Besides, expression in D2 following :

Student 5 : "Do you have a plan today?"

Student 4 : "Hmmm yeahh, I do".

Student 6 : "Great. Can you tell us?"

Student 4 : "Alright"

Student 5 : "So, what's up?"

Student 4 : "I will trip with my mom and dad next week"

Student 5 : "Ahaaaa, Really?"

Student 4 : "But, I'm confused with city I will go it."

Student 6 : “I can help you”

Student 5 : “Ahaaaa, Me too.”

In expression in D2 found 3 functions gambit such as : “HMMMM yeahh, I do” , “Ahaaaa, Really?”, “Ahaaaa, Me too.” were uttered gambit function type 1. And then, expression in D3 following :

Student 9 : “Are you gonna buy something?”

Student 7 : “You’re right. I want to buy dress to my mom”

Student 8 : “Ahaaaa, and then?”

In expression in D3 found 1 function gambit such as : “Ahaaaa, and then?” Moreover, expression in D4 following :

Student 10 : “By the way, do you know agenda today in our school?”

Student 11 : “I don’t know”

Student 12 : “Ahaaa, me too”

Student 10 : “Honeslty, We go home earlier today”

Student 11 : “What happen?”

Student 10 : “Because today is International Teacher’s”

Student 12 : “You’re right”

Student 11 : “We must buy some flowers to the teachers”

Student 12 : “Ahaaa, agree.”

In expression in D4 found 2 function gambit following : “Ahaaa, me too” and “Ahaaa, agree” were function gambits in type1. Finally, expression in D5 following :

Student 13 : “My bike is broke just now”

- Student 14 : “I haven’t breakfast too”
- Student 13 : “Omg guys”
- Student 14 : “I know today is free. So I want to breakfast in the canteen.”
- Student 13 : “Let’s go the canteen.”
- Student 15 : “I want to fried rice with socis”
- Student 14 : “I want Soto Betawi”
- Student 13 : “Hmmm, I want to Friend rice too.”

In expression in D5 found 2 functions gambit such as : “Omg guys” and “Hmmm, I want to Friend rice too.” were utterenced functions gambit type 1.

Table 4.2.5. Data Display Function of gambits Type 1

FUNCTION OF GAMBITS	DESCRIPTION	CODE	
Gambit acknowledges that one is listening to speaker	“Ahaaa. Happy Birthday to you”	D1	Student 3
	“Hmmm, This shoes”	D1	Student 1
	“Hmmm yeahh, I do”	D2	Student 4
	“Ahaaaa, Really?”	D2	Student 5
	“Ahaaaa, Me too.”	D2	Student 5
	“Ahaaaa, and then?”	D3	Student 8
	“Ahaaa, me too”	D4	Student 12
	“Ahaaa, agree”	D4	Student 12
	“Omg guys”	D5	Student 13
	“Hmmm, I want to Friend rice too.”	D5	Student 13

Total utterences function gambit type 1 was gambit acknowledges that one is listening to speaker , there were found 10 utterences .

b) Question Taq

In addition, expression function of gambit in the following dialoge:

Student 9 : “Are you gonna buy something? Aren’t you?”

Student 7 : “You’re right. I want to buy dress to my mom”

In expression found 1 function gambit such as : “Are you gonna buy something? Aren’t you?” was uttered function gambit type 2 was question taq. The complete dialoge enclosed in the dialogue 3.

Table 4.2.6 Data Display Function of Gambit Type 2

Function	Description	Code	
Question Taq?	“Are you gonna buy something? Aren’t you?”	D3	Student 9

There was found 1 function gambit in question taq in that expression “Are you gonna buy something? Aren’t you?” The purpose of a tag question is to ask for confirmation from the listener that the statement is correct. If the statement has an auxiliary verb or modal, it is repeated in the tag question, as shown in those examples.

c) Conversation Opener

In addition expression conversation opener in D1 such as :

Student 3 : “Morning too. Where do you from?”

Student 1 : “I just from my home sister”.

Student 2 : “So, What’s up?”

Student 1 : “I got a prize to my birthday”

In the expression above found function gambits such as “Morning too. Where do you from?” and “So, What’s up?” uttered function gambits type 3 were conversation opener. Besides, expression in D1 following :

Student 2 : “Happy Birthday and Can I know what is that?”

Student 1 : “Hmmm, This shoes”

In the expression above found function gambit such as “Happy Birthday and Can I know what is that?” uttered function gambit type 3 was conversation opener. And then, expression conversation opener in D3 following :

Student 5 : “Do you have a plan today?”

Student 4 : “Hmmm yeahh, I do.”

Student 6 : “Great. Can you tell us?”

Student 4 : “Alright.”

Student 5 : “So, what’s up?”

Student 4 : “I will trip with my mom and dad next week.”

In the expression above found function gambit such as :” “Do you have a plan today?”, ““Great. Can you tell us?”, “So, what’s up?” were function gambits type 3.

Likewise, expression conversation opener in the following dialogue:

Student 9 : “How are you?”

Student 7 : “I’m fine thanks, how about you guys?”

Student 8 : “I’m ok”

In expression above found function gambit such as: “How are you?” was conversation opener. Then, other expression could be seen as follows :

Student 8 : “What are you doing ?”

Student 7 : “Hmmmm, I opened Instagram account shop”

Student 9 : “Are you gonna buy something? Aren’t you?”

Student 7 : “You’re right. I want to buy dress to my mom”

Besides, expression conversation opener could be seen in dialogue 3 as follows:

Student 9 : “Do you need any help?”

Student 7 : “Yeah, I do.”

Student 8 : “How much money do you have now?”

Student 7 : “Not much”

Student 9 : “Alright, Do you have shopee application?”

Student 7 : “I don’t”

Student 8 : “Any else application shop?”

Student 7 : “I don’t”

In the expression above found 6 function gambit such as : “How are you?” “What are you doing ?”, “Are you gonna buy something? Aren’t you?”, “Do you need any help?”, “How much money do you have now?” , “Alright, Do you have shopee application?”, “Any else application shop?” were function gambits type 3. Furthermore, expression conversation opener in dialogue 4 below:

Student 10 : “By the way, do you know agenda today in our school?”

Student 11 : “I don’t know”

In addition expression in D4 such as :

Student 10 : “Who is your favorite teacher guys?”

Student 11 : “My favorite teacher is Miss Tika”

In the expression above found 2 function gambit such as “By the way, do you know agenda today in our school?” and “Who is your favorite teacher guys?” were function gambits type 3. Finally, expression conversation opener in D5 following :

Student 13 : “What do you think about that Fried Rice?”

Student 14 : “The tastes is hot and delicious like in the restaurant”

In the expression above found 1 function gambit was “What do you think about that Fried Rice?” was function gambit of type 1.

4.2.7 Data Display Function of Gambit Type 3

FUNCTION OF GAMBIT	DESCRIPTION	CODE	
Conversation opener	“Morning too. Where do you from?”	D1	Student 3
	“So, What’s up?”	D1	Student 2
	“How are you?”	D3	Student 9
	“What are you doing ?”	D3	Student 8
	“Are you gonna buy something? Aren’t you?”	D3	Student 9
	“Do you need any help?”	D3	Student 9
	“How much money do you have now?”	D3	Student 8
	“Alright, Do you have shopee application?”	D3	Student 9
	“Any else application shop?”	D3	Student 8
	“By the way, do you know agenda today in our school?”	D4	Student 10
	“Who is your favorite teacher guys?”	D4	Student 10
	“What do you think about that Fried Rice?”	D5	Student 13

This research used qualitative method to get the data. This research the data from video recording while the students make groups conversation in the classroom. In first data from video recording and observation, the students made group there are 5 groups and 1 of group there were 3 members. In order to the students make groups and chose the topic to make a script by their group. There were found function of gambits 12 utterances in conversation opener.

Furthermore, a number of gambit function could be drawn in a percentage. The highest percentage indicated the dominant function of gambits. Meanwhile the lowest percentage showed less function of gambits. The following table was the percentage of conversation gambits as follows:

Table 4.2.8 The Frequency of Function of Conversation Gambits Used by the Students in Classroom

NO	FUNCTION OF CONVERSATION GAMBITS	UTTERENCES	PERCENTAGES
1	Gambit acknowledges that one is listening to speaker	10	43.48%
2	Question taq	1	4.35%
3	Conversation opener	12	52.17%
Total		23	100%

As shown in the table above, it could be seen that the number of Gambit acknowledges was 10 types or 43.48%, Question taq was just one type or 4.35% and Conversation opener was 12 types or 52.17%. it could be concluded that the

most function used by the students was Conversation opener and the fewest gambits used was Question tag. It been found the analysis data from observation and video recording students' communication in the natural sciences of 3 classroom.

B. Discussion

This research was qualitative data. Based on observation and video recording data with the eleventh graders of SMA N 1 Kibang East Lampung. The research was conducted in the eleventh graders in XI MIPA 3 class. The results of this study was clear and limited for participants at that place and time. In this part, the researchers discuss that found of the use of English Conversation Gambit in the classroom, conversation with students and strengths and weaknesses of English Conversational strategies for student's communication of the eleventh graders at SMA N 1 Kibang East Lampung.

Based on data analyzed from video recording for the eleventh graders in XI natural sciences of 3 classroom, analyzed conversation gambits in speaking skill, 15 utterances in the conversation gambits in speaking skill students' in natural sciences of 3 classroom. Data analysis results published describes that two result, the first was the main types of types of gambits are spoken by the students in their communication At the Eleventh Grade At SMA N 1 Kibang. The features students' conversation gambit in speaking skill were opening gambits, linking gambits and responding gambits. And the second result was the functions of Gambit in students' communication at the Eleventh Graders At SMA N 1 Kibang East Lampung. The features students' conversation gambits

in speaking skill were uses type 1 of gambits found 13 utterances such as : asking for information expression found 3 utterances in D1, D2 and D3. Interrpting expression found 2 expression in opening gambit in D2 and D5. Personal opinion expression found 4 utterances in D1. Also, telling the story expression found 1 uttered in opening gambits. In conclusion dominant opening gambit in asking for information.

The features students' conversation gambits in speaking skill were uses type 2 of gambits found 6 utterances in linking gambit such as give a reason, responding to a complient and demanding explanation. In give a reason expression found 2 utterances such as in D2. To order to, responding to a compliment found 1 utterenced in D4. Finally, demanding explanation found 3 utterenced in D3.

Moreover, type 3 was responding gambit following : right or wrong , accepting a compliment and the love best. Right or wrong found 2 utterenced in responding gambit in the . D1 and D4. To order to, accepting a compliment found 2 utterenced in responding gambit in D2. The love best expression found 3 utterenced responding gambit in D4.

In addition, function in gambits serve to maintain an idea by requesting information, interrupting, offering a suggestion, expressing a personal opinion, providing a reason were 3 types of function gambits. The first function of gambits to acknowledges that one is listening to speaker found utterances10 function of gambits in D1, D2, D3, D4 and D5. Besides, function of gambit

type 2 was question tag found 1 utterance in D3. Finally, function of gambit type 3 was conversation opener found 12 utterances in D1, D3, D4 and D5.

Furthermore, The researcher found the observation data from video recording, documentation, and interview the students, that the result can be gathered that the 3 types of gambits such as opening gambits, linking gambits and responding gambits are related to each other and have different functions. The most dominant type of gambit was opening gambit that found 15 utterances. And the most dominant functions of gambit was that found 12 utterances in conversation opener. This conversation gambit was very important to be applied to teachers and students to make learning in conversations more understandable, polite and look natural.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis this chapter is divided into two main parts:

1. The types of gambits spoken by the students in their communication consisted of three types namely opening gambits, linking gambits and responding gambits. Opening gambits appeared 27 times or 64,30% during communication process which consisted of asking information, interrupting, personal opinion and telling story. Moreover, linking gambits arose 6 times or 14,30% in their utterances that involved give a reason, responding to a compliment, demanding explanation. The last type was responding gambits emerged 9 time or 21,40 % in their dialogues that consisted of right or wrong, accepting a compliment and the love best.
2. The function of gambits that could be found were gambit acknowledges that one is listening to speaker, question tags and conversation opener. The number of gambits acknowledges was 10 utterances or 43.48%. Then, question tags just appeared once or 4.35%. Lastly, conversation opener arose 12 time or 52.17%. It was the most percentage obtained among other function of gambits

B. Suggestions

Based on my results, some suggestions that would hopefully be implemented make a valuable and beneficial contribution to English teachers, students, and others researchers, especially in dealing with Gambits.

1. For the English Teacher

The result to recommend this strategy conversation gambit in students' communication. In speaking lessons, instruct students to use conversation gambits and also ask question have students practice speaking using Gambit. It is also expected that research results are sometimes called "conversation gambits" and to make teaching and learning to more active and interesting.

2. For the students

The students should have practice, motivate to learning English not only in the school but in daily activity to improve their English to make natural and active during conversation in English.

In learning English, students are expected to speak English, especially in speaking classes in class or in everyday life. They can use gambits in conversation from conversations are smooth and natural with Gambit. Gambit can also help they asked me to start a conversation if they had difficulty speaking English.

3. For the next researcher

The next reseacher, conversation gambit of this research can be extended by the other context. The research in a variety of other contexts and

contexts. The next researcher might look into it social status, class, occupation, age geography, education, gender, ethnicity.

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Satuan Pendidikan : SMA Negeri 1 Kibang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1-2 (Ganjil & Genap)
Alokasi Waktu : 2 JP/Minggu

Standar

Kompetensi (KI)

- KI-1 dan KI-2 : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran 	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran • Memahami unsur kebahasaan dari ungkapan memberi dan meminta 	Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat 	8 JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	Lisan Tertulis Penugasan Unjuk kerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>dan tawaran, dengan modal <i>should</i> dan <i>can</i></p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan 	<p>informasi terkait saran dan tawaran</p> <ul style="list-style-type: none"> • Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas • Menanggapi saran dan tawaran yang diajukan kepadanya 		<p>beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas</p> <ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<p>tulisan tangan</p> <ul style="list-style-type: none"> • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 						
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur 	<ul style="list-style-type: none"> • Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran 	Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan	6 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendik	Lisan Tertulis Penugasan Unjuk kerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)	Teks <ul style="list-style-type: none"> - Memulai - Menanggapi <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan 	<ul style="list-style-type: none"> • Memahami struktur teks dari pernyataan pendapat dan pikiran • Memahami unsur kebahasaan dari dari pernyataan pendapat dan pikiran 	Kerja sama	<p>pikiran</p> <ul style="list-style-type: none"> - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang 		bud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa 	<ul style="list-style-type: none"> • Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan 			<p>sesuai secara tertulis kemudian dibacakan ke kelas</p> <ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	perilaku yang termuat di KI						
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi <ul style="list-style-type: none"> Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> Sapaan Isi Penutup <ul style="list-style-type: none"> Unsur Kebahasaan Ungkapan dan istilah yang digunakan dalam 	<ul style="list-style-type: none"> Menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar Memahami struktur teks undangan resmi Memahami unsur kebahasaan dari undangan resmi 	Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama	<ul style="list-style-type: none"> Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan- 	8 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016 Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	Lisan Tertulis Penugasan Unjukkerja a Portofolio
4.3 Teks undangan resmi		<ul style="list-style-type: none"> Membuat undangan resmi terkait 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan</p>	<p>undangan resmi</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal 	<p>kegiatan sekolah</p> <ul style="list-style-type: none"> • Menampilkan undangan dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya 		<p>ungkapan yang digunakan</p> <ul style="list-style-type: none"> - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI <ul style="list-style-type: none"> Multimedia Layout yang membuat tampilan teks lebih menarik. 			yang datang membacanya <ul style="list-style-type: none"> Melakukan refleksi tentang proses dan hasil belajarnya 			
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta	<ul style="list-style-type: none"> Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis Struktur 	<ul style="list-style-type: none"> Menganalisis unsur-unsur eksposisi dari sebuah kalimat Memahami struktur teks eksposisi analitis Memahami unsur kebahasaan dari teks eksposisi analitis 	Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri	<ul style="list-style-type: none"> Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. Mencermati satu tabel yang menganalisis unsur-unsur 	8 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi	Lisan Tertulis Penugasan Unjukkerja a Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
informasi terkait isu aktual, sesuai dengan konteks penggunaannya	Teks Dapat mencakup - Pendapat/pandangan		Kerjasama	eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya		Tahun 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	
4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan	- Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan - Ungkapan seperti <i>I believe, I think</i> - Adverbia <i>first, second, third ...</i> - Kata sambung	<ul style="list-style-type: none"> Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar Membuat teks eksposisi menyatakan pandangannya tentang satu hal di 		- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<p><i>herefor, consequen tly, based on the arguments</i></p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan 	sekolah, desa, atau kotanya		<p>aslinya</p> <ul style="list-style-type: none"> - Membacakan teks- teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	tangan <ul style="list-style-type: none"> • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI 			<ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya 			
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian	<ul style="list-style-type: none"> • Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> • Memahami struktur teks dalam memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah • Memahami unsur kebahasaan dari ungkapan memberi dan meminta 	Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara 	6 JP	<ul style="list-style-type: none"> ❖Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendik bud, Revisi Tahun 2016 ❖Kamus Bahasa 	Lisan Tertulis Penugasan Unjukkerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam passive voice 	informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah		bermakna dengan ucapan dan tekanan yang benar <ul style="list-style-type: none"> - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar 		Inggris ❖Pengalaman peserta didik dan guru	
4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam	<ul style="list-style-type: none"> - Preposisi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan 	<ul style="list-style-type: none"> • Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar • Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan 		<ul style="list-style-type: none"> - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar <ul style="list-style-type: none"> • Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar • Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ke 		<ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
		<p>giatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>					
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Tempat dan 	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi • Memahami struktur teks dari surat pribadi • Memahami unsur kebahasaan surat pribadi 	<p>Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama</p>	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan 	<p>10 JP</p>	<p>❖Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun</p>	<p>Lisan Tertulis Penugasan Unjukkerja dan Portofolio</p>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur 	<ul style="list-style-type: none"> • Menganalisis unsur-unsur eksposisi surat pribadi 		<ul style="list-style-type: none"> ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja 		2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	
4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus dalam	<ul style="list-style-type: none"> Kebahasaan - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i> 	<ul style="list-style-type: none"> • Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar • Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga surat pribadi yang koheren, seperti aslinya • Membuat surat 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<p><i>those, my, their, dsb.</i></p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal-hal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya		sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya <ul style="list-style-type: none"> - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: 	<ul style="list-style-type: none"> • Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat • Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud • Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat • Memahami unsur kebahasaan dari sebuah teks dalam memberi dan 	Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak 	6 JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	Lisan Tertulis Penugasan Unjukkerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>because of</i> <i>..., due to</i> <i>..., thanks to ...</i></p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>meminta informasi terkait hubungan sebab akibat</p> <ul style="list-style-type: none"> • Menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas • Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya 		<p>diketahui atau berbeda</p> <ul style="list-style-type: none"> - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<ul style="list-style-type: none"> • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI. 			<p>memelihara dan memperbaikinya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar 			
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks 	<ul style="list-style-type: none"> • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation • Mengidentifikasi bagian-bagian 	Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian 	8 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendik	Lisan Tertulis Penugasan Unjukkerja a Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	Dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbia <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if –then, so, as a consequence, since, due to, because of, thanks</i>) 	struktur teks report <ul style="list-style-type: none"> • Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI • Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI 	Kerja sama	struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan <ul style="list-style-type: none"> - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya 		bud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	
4.8 Menangkap makna secara		<ul style="list-style-type: none"> • Membuat teks-teks tentang fenomena 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	<p><i>to</i></p> <ul style="list-style-type: none"> - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan 	<p>alam pendek dan sederhana</p> <ul style="list-style-type: none"> • Membuat teks-teks tentang fenomena sosial pendek dan sederhana • Menampilkan dan mempresentasikan teksnya kepada teman-teman yang datang membaca 		<ul style="list-style-type: none"> - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	perilaku yang termuat dalam KI						
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif <ul style="list-style-type: none"> Unsur kebahasaan - Kosakata dan tata bahasa dalam lirik lagu <ul style="list-style-type: none"> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 	Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerjasama	<ul style="list-style-type: none"> Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya Menyimak, dan menirukan guru membaca lirik lagu secara bermakna Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu Membahas pemilihan kata 	6 JP	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016 Kamus Bahasa Inggris Pengalaman peserta didik dan guru	Lisan Tertulis Penugasan Unjukkerja Portofolio
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		<ul style="list-style-type: none"> Menirukan lirik lagu secara lisan Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu Menangkap makna terkait fungsi sosial 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
AK	<ul style="list-style-type: none"> • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<p>dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MA K</p>		<p>tertentu terkait dengan tema lagu</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya 			

Mengetahui,
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**RENCANA PELAKSANAAN
PEMBELAJARAN**

Nama satuan pendidikan	: SMA NEGERI 1 Kibang
Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/1
Materi pokok	: Asking and Giving Opinion
Alokasi waktu	: 2 pertemuan (3 x 45 menit)
Pertemuan ke	: 1 – 2

Kompetensi Inti

- Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.14 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)	<ol style="list-style-type: none"> Menentukan fungsi social teks lisan tentang Asking and Giving Opinion sesuai dengan konteks penggunaannya dengan benar. Menentukan sruktur teks lisan tentang Asking and Giving Opinion sesuai dengan konteks penggunaannya dengan benar. Menentukan unsur kebahasaan teks lisan tentang Asking and Giving Opinion sesuai dengan konteks penggunaannya dengan benar.
2.14 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ol style="list-style-type: none"> Mengucapkan ungkapan – ungkapan Asking and Giving Opinion dengan pelafalan dan intonasi yang benar. Mengucapkan ungkapan – ungkapan Asking and Giving Opinion dengan tata bahasa yang benar. Merespon ungkapan – ungkapan Asking and Giving Opinion dengan pelafalan dan intonasi yang benar

	<p>4. Menyusun teks transaksional lisan Asking and Giving Opinion dengan tata bahasa yang tepat.</p> <p>5. Mempraktikan dialog transaksional lisan Asking and Giving Opinion dan responya dalam percakapan secara tepat sesuai dengan konteksnya.</p>
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Tujuan Pembelajaran

1. Melalui kegiatan diskusi siswa mampu memahami struktur teks dari teks interaksi transaksional lisan terkait asking and giving opinion dengan benar.
2. Melalui kegiatan diskusi siswa mampu memahami unsur kebahasaan teks dari teks interaksi transaksional lisan terkait asking and giving opinion dengan benar.
3. Melalui kegiatan diskusi siswa mampu memahami Fungsi Sosial teks secara umum dari teks interaksi transaksional lisan terkait asking and giving opinion dengan benar.
4. Melalui kegiatan drilling siswa mampu mengucapkan ungkapan – ungkapan Asking and Giving Opinion dengan pelafalan dan intonasi yang benar.
5. Melalui kegiatan drilling siswa mampu mengucapkan ungkapan – ungkapan yang digunakan dalam Asking and Giving Opinion dengan tata bahasa yang benar.
6. Melalui kegiatan Role Play siswa mampu merespon ungkapan – ungkapan Asking and Giving Opinion dengan pelafalan dan intonasi yang benar.
7. Melalui kegiatan Role Play siswa mampu merespon ungkapan – ungkapan Asking and Giving Opinion dengan tata bahasa yang benar.
8. Melalui kegiatan Role Play siswa mampu Menggunakan ungkapan – ungkapan Asking and Giving Opinion dalam percakapan secara tepat sesuai dengan konteksnya.

Materi Pembelajaran

- A. Social Function of
 Inquiring Opinion is to ask other people's opinion on an issue.
 Giving Opinion is to express an opinion on a matter or issue.
- B. Generic Structure
1. Opening
 - Greeting
 - Topic
 2. Content
 - Asking Opinion
 - Giving Opinion
 - Agreement
 - Disagreement
 3. Closing
 - Solution
 - Closing
- C. Language Feature
 Asking Opinion using template simple present tense
 Giving opinion using phrase to giving opinion

D. Asking Opinion

Apa yang dimaksud dengan asking? Asking berasal dari kata “ask” dengan suffix -ing yang artinya meminta. Kalau dalam kata kerja (verb), asking merupakan bagian dari saying verb yang masuk sebagai kategori action verb.

Sementara itu, opinion artinya adalah pendapat, atau bisa juga terkadang diganti dengan istilah suggestion yang artinya saran.

Jenis Asking Opinion

1. Asking Opinion in Formal Situation

Ungkapan meminta pendapat jenis ini berlaku saat kamu berada dalam situasi formal. Misal seperti saat meeting bisnis bersama kolega, bertanya mengenai tanggapan dari guru atau dosen, and *so on*. Berikut contoh ekspresi asking opinion yang cocok untuk digunakan:

- Would you give me your opinion on ...?
(Maukah Anda memberi saya pendapat Anda tentang ...?)
- What are your views on ...?
(Apa pandangan Anda tentang ...?)
- Do you have any idea ...?
(Apakah kamu punya ide ...?)
- What is your feeling about ...?
(Apa perasaan Anda tentang ...?)
- Have you got any comments on ...? (Apakah Anda punya komentar tentang ...?)
- Could you tell me your opinion about ..?
(Bisakah Anda memberitahu saya pendapat Anda tentang ..?)
- Please give me your thoughts on ...?
(Tolong beri saya pemikiran Anda tentang ...?)
- I'd like to know your views on ...?
(Saya ingin tahu pandangan Anda tentang ...?)
- Do you have an opinion about ...?
(Apakah Anda memiliki pendapat tentang ...?)
- What is your view on ...?
(Apa pandangan Anda tentang ...?)

2. Expression of Asking Opinion in Informal Situation

Yap, seperti yang kamu tahu, situasi informal biasanya akan lebih santai dan suasananya pun tidak terlalu kaku. Situasi ini umumnya ditujukan untuk berbagai aktivitas yang “tidak resmi”, misal saat berlibur dengan keluarga, hangout bersama teman, menonton film dengan pasangan, dan masih banyak lagi.

Agar lebih pas jika ingin meminta pendapat dalam situasi ini, kamu bisa gunakan beberapa contoh asking opinion berikut ini:

- What do you think about ...?
(Apa yang kamu pikirkan ...?)
- Any comments?
(Ada komentar?)
- How do you feel about ...?

- (Bagaimana perasaanmu tentang ...?)
- I need your opinion about ...
(Aku butuh pendapat kamu tentang...)
- What is your opinion?
(Apa pendapat kamu?)
- What do you think of ...?
(Apa pendapat kamu tentang ...?)
Please tell me your opinion on ...
(Tolong beri tahu aku pendapatmu tentang...)
- In your honest opinion ...?
(Menurut pendapat jujur kamu ...?)
- What's your reaction to that?
(Apa reaksi kamu terhadap itu?)
- How about ..?
(Bagaimana tentang ..?)

E. Giving Opinion atau Telling Opinion

Apa yang dimaksud dengan telling opinion? Yap, ini adalah ungkapan seseorang ketika merespon lawan bicara yang bertanya tentang pendapat, saran, atau komentar terkait suatu hal. Makna ini berasal dari kata give dengan suffix -ing yang berarti memberi, sedangkan “telling” artinya memberitakan.

Seperti *asking for opinion*, untuk *giving opinion* pun terbagi jadi dua, yaitu formal dan informal.

1. Giving for Opinion in a Formal Situation

Tentunya giving opinion in formal situation bisa diaplikasikan kalau kamu ingin memberikan pendapat, ide, atau tanggapan pada situasi formal, entah itu untuk orang yang lebih tua atau orang-orang yang kita hormati dan segani. Contoh ekspresi giving opinion:

- May I make a comment on that?
(Bolehkah saya berkomentar tentang itu?)
- In my point of view ...
(Dalam pandangan saya ...)
- My opinion about ...
(Pendapat saya tentang...)
- Feel that we should ...
(Merasa bahwa kita harus...)
- I personally consider ... (Saya pribadi menganggap...)
- My own view of the matter is...

(Pandangan saya sendiri tentang masalah ini adalah...)

- If I had my view, I would...
(Jika saya memiliki pandangan saya, saya akan...)
- I personally believe...
(Saya pribadi percaya...)
- In my personal opinion ...
(Menurut saya pribadi...)
- In my mind ...
(Dalam pikiran saya ...)

2. Giving for Opinion in an Informal Situation

Ungkapan giving for opinion ini bisa jadi pilihan yang tepat saat kamu ingin memberikan komentar terhadap pertanyaan *asking opinion* dari teman sebaya, sahabat, atau orang tertentu yang memang sudah dekat denganmu. Berikut ini contoh ekspresinya:

- As for me...
(Adapun aku ...)
- From my point of view, ...
(Dari sudut pandang saya, ...)
- I think that...
(Aku pikir itu ...)
- Not everyone will agree with me, but ...
(Tidak semua orang akan setuju denganku, tapi...)
- In my opinion, ..
(Menurut pendapatku ...)
- I think ...
(Aku pikir ...)
- I believe ... (Aku percaya ...)
- As far as I know
(Sejauh yang aku tahu)
- I reckon that ...
(Aku rasa itu ...)
- Well, I think ...
(Ya, aku pikir ...)

F. Agreement and Disagreement

1. Expressing agreement

I agree with you 100 percent.
I couldn't agree with you more.
That's so true.
That's for sure.
(slang) Tell me about it!
You're absolutely right.
Absolutely.
That's exactly how I feel.

Exactly.
 I'm afraid I agree with James.
 I have to side with Dad on this one.
 No doubt about it.
 (agree with negative statement) Me neither.
 (weak) I suppose so./I guess so.
 You have a point there.
 I was just going to say that.

2. Expressing

disagreement I don't
 think so.

(strong) No way.

I'm afraid I disagree.

(strong) I totally disagree.

I beg to differ.

(strong) I'd say the exact opposite.

Not necessarily.

That's not always true.

That's not always the case.

No, I'm not so sure about that.

Interruptions

Can I add something here?

Is it okay if I jump in for a second?

If I might add something...

Can I throw my two cents in?

Sorry to interrupt, but...

(after accidentally interrupting someone) Sorry, go ahead. OR Sorry, you were saying...

(after being interrupted) You didn't let me finish.

G. Contoh Percakapan Sehari-hari Menggunakan Common Expression Asking and Giving Opinion

Dialog 1

Dita : Hi, Salwa, what beautiful shoes.

Salwa : Hi. Really? Do you think it's beautiful?

Dita : Yes, I think it's so beautiful, with that lace and dove colour. It matches your dress as well. Where did you buy it?

Salwa : Actually, I didn't buy it. It's a birthday gift from my mom.

Dita : Oh, that's so wonderful. I think your mom has a good taste.

Salwa : Yeah, I think so. She is always knowing the news style.

Dialog 2

Dian : Hello, Zazkia. Why are you looking so sad?

Zazkia : Hi, Dian. I was reading an opinion article on bullying. It made me extremely sad.

Dian : Ah! People like to exaggerate things, bullying as such is no big deal.

Zazkia : No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.

Dian : I don't agree with you. Little bit teasing here and there is acceptable.

Zazkia : I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Dian : Hey! Stop! You are getting too serious!

Zazkia : Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.

Pendekatan, Metode, dan Model
Pendekatan : Scientific Approach Metode : Diskusi dan Role Play <ol style="list-style-type: none"> 3. Siswa diberikon contoh dialog dan cara pengucapnnya. 4. Siswa membuat dialog. 5. Siswa membagi peran. 6. Siswa berlatih pengucapan. 7. Siswa bermain peran.

Media, Bahan dan Sumber Belajar
1. Media dan Bahan <ul style="list-style-type: none"> • Video • Laptop • Speaker • Projector • Teks • LKPD 2. Sumber belajar <ul style="list-style-type: none"> • Youtube https://www.youtube.com/watch?v=KEPKnDexByc • Youtube https://www.youtube.com/watch?v=5Hsqy9tWBAQ • https://murf.ai/studio

Langkah-langkah Pembelajaran	Waktu
Kegiatan Pendahuluan Orientasi <ol style="list-style-type: none"> 1. Siswa dan guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dan saling bertanya kabar. 2. Siswa di cek kehadiran dengan melakukan presensi oleh guru. Apersepsi <ol style="list-style-type: none"> 3. Guru melakukan review materi sebelumnya dengan model tanya jawab. 4. Siswa menyimak apersepsi dari guru tentang pelajaran di pertemuan sebelumnya dan mengaitkan dengan pelajaran berikutnya. Motivasi <ol style="list-style-type: none"> 5. Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar yang akan di capai untuk meningkatkan motivasi siswa. 	15 Menit
Kegiatan Inti Mengamati	105menit

<p>6. Guru memberikan beberapa video dialog tentang asking and giving opinion</p> <p>7. Siswa diminta mengamati ungkapan - ungkapan dan respon setiap orang dalam video.</p> <p>Menanya</p> <p>8. Siswa diminta menuliskan beberapa pertanyaan terkait hal - hal yang mereka dapatkan dari dialog dalam video.</p> <p>9. Guru mengarahkan siswa menemukan pertanyaan menggunakan WH Question.</p> <p>Mengeksplorasi</p> <p>10. Guru menampilkan materi dan menjelaskan tentang Generic Structure, Language Feature dan Social Function dari dialoge asking and giving opinion.</p> <p>11. Siswa diminta menganalisis fungsi social, struktur dan unsur kebahasaan dari dialoge asking and giving opinion dalam video dan mengerjakan LKPD 1 Activity 1 yang berisikan contoh dialogue asking and giving dialogue dan pertanyaan terkait social function, generic structure dan language feature.</p> <p>Mengasosiasi</p> <p>12. Siswa di buat kelompok secara berpasang – pasangan.</p> <p>13. Guru menampilkan contoh dialog asking and giving opinion.</p> <p>14. Guru memutar audio sebagai contoh intonasi, pelafalan dan tata Bahasa yang baik dalam ungkapan – ungkapan Asking and Giving Opinion serta responya.</p> <p>15. Siswa menirukan setiap kalimat yang di putarkan audio.</p> <p>16. Siswa secara berpasangan diminta mengerjakan LKPD 1 Activity 2 tentang membuat dialogue tentang Asking and Giving Opinion formal dengan bimbingan guru.</p> <p>17. Siswa diminta untuk belajar pengucapan setiap kata Bahasa inggris menggunakan google translate.</p> <p>Mengkomunikasikan</p> <p>18. Siswa berlatih bermain peran mempraktikan dialog yang sudah di buat dengan bimbingan guru.</p> <p>19. Siswa mempraktikan dialoge secara berpasangan dan siswa lain disediakan form penilaian kinerja teman yang sedang mempraktikan speaking.</p>	
<p>Kegiatan Penutup</p> <p>1. Sebelum pelajaran ditutup, guru meminta siswa melakukan refleksi kesimpulan kegiatan hari ini dengan diberikan pertanyaan seperti:</p> <ul style="list-style-type: none"> • Apa yang telah kamu pelajari hari ini? • Apa yang paling kalian sukai dari pembelajaran hari ini? • Apa yang belum kalian pahami pada pembelajaran hari ini? <p>2. Siswa diajak untuk selalu mensyukuri nikmat yang diberikan dan mengajak siswa untuk selalu berhemat energi dan menjaga kesehatan serta prokes dengan ketat.</p> <p>3. Kegiatan belajar ditutup dengan doa dan salam.</p>	15 Menit

<p>Pertemuan ke -2 Kegiatan Pendahuluan</p>	
<p>Orientasi</p> <ol style="list-style-type: none"> 1. Siswa dan guru melakukan pembukaan dengan salam pembuka dan mengecek kehadiran siswa. <p>Apersepsi</p> <ol style="list-style-type: none"> 2. Siswa menyimak apersepsi dari guru tentang pelajaran di pertemuan sebelumnya dan mengaitkan dengan pengalaman sebagai bekal pelajaran berikutnya. 3. Siswa bertanya jawab dengan guru berkaitan dengan materi sebelumnya yaitu fungsi sosiasal, struktur teks dan unsur kebahasaan <i>Asking and Giving Opinion</i>. 4. Siswa menyimak apersepsi dengan mengingat kembali materi dipertemuan sebelumnya. <p>Motivasi</p> <ol style="list-style-type: none"> 5. Siswa menelaah dan memahami tujuan dari pembelajaran mengenai <i>Asking and Giving Opinion</i> dalam informal dan menyadari manfaatnya untuk kehidupan sehari-hari. 	
<p>Kegiatan Inti</p> <p>Mengamati</p> <ol style="list-style-type: none"> 6. Guru menjelaskan tentang konsep pembelajaran dan proyek pembuatan video. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 7. Siswa kembali pada kelompok di pertemuan sebelumnya. 8. Guru memutar audio ungkapan -ungkapan asking and giving opinion Kembali dan siswa menirukan. 9. Guru memutar audio tentang a formal dialogue asking and giving opinion dan siswa menirukan. 10. Siswa diminta membuat dialoge formal asking and giving opinion dengan ungkapan dan respon yang tepat. 11. Siswa mendiskusikan tema dan membuatnya menjadi dialogue dengan mengerjakan di LKPD 2. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 12. Siswa berlatih bermain peran dengan dialogue yang sudah di buat sebelumnya dengan bimbingan guru. 13. Siswa mempraktikan dialoge secara berpasangan dan siswa lain disediakan form penilaian kinerja teman yang sedang mempraktikan speaking. 14. Guru meminta siswa membuat video bermain peran tentang asking and giving opinion formal atau informal yang sudah di buat dan menguploadnya di youtube, 	

Kegiatan Penutup

15. Sebelum pelajaran ditutup, guru meminta siswa melakukan refleksi kesimpulan kegiatan hari ini dengan diberikan pertanyaan seperti:
- Apa yang telah kamu pelajari hari ini?
 - Apa yang paling kalian sukai dari pembelajaran hari ini?
 - Apa yang belum kalian pahami pada pembelajaran hari ini?
16. Siswa diajak untuk selalu mensyukuri nikmat yang diberikan dan mengajak siswa untuk selalu berhemat energi dan menjaga kesehatan serta proses dengan ketat.
17. Kegiatan belajar ditutup dengan doa dan salam.

Penilaian**Sikap**

Siswa dapat menunjukkan sikap:

1. Aktif dan bertanggung jawab dalam tugas dan diskusi selama pembelajaran berlangsung.
2. Disiplin dalam diskusi dalam kegiatan pembelajaran

Pengetahuan

Tes tulis tentang

1. Menentukan Struktur, Kebahasaan dan Fungsi social dari Asking and Giving Opinion dialog dengan benar.

Keterampilan

Tes Kinerja

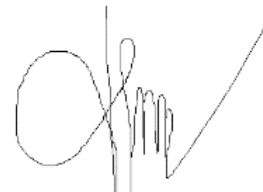
1. Mengkomunikasikan secara lisan dan tertulis Ungkapan – Ungkapan Asking and Giving Opinion dengan menggunakan pelafalan, intonasi dan tata Bahasa yang benar.

Metro Kibang, 2023
Guru Mata Pelajaran



EKO NOPRIANTO, M.Pd
NIP. 19841211 200903 1 001

Mahasiswa IAIN Metro



DEWI AYU PRACTICA
NPM.1901051019

Mengetahui,
Kepala Sekolah SMA N 1 Kibang



Dra. MEY SRIYANI, MM.
NIP. 19650528 199412 2 001

RUBRIK PENILAIAN SPEAKING

ASPEK	SKOR	KETERANGAN
PENGUCAPAN	5	Mudah dipahami dan memiliki aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman
	2	Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
	1	Masalah pengucapan serius sehingga tidak bisa dipahami
TATA BAHASA	5	Tidak ada atau sedikit kesalahan tata bahasa
	4	Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna
	3	Sering membuat kesalahan tata bahasa yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat
	1	Kesalahan tata bahasa begitu parah sehingga sulit dipahami
KOSA KATA	5	Menggunakan kosa kata dan ungkapan seperti penutur asli
	4	Kadang-kadang menggunakan kosa kata yang tidak tepat
	3	Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata
	2	Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami
	1	Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi
KELANCARAN	5	Lancar seperti penutur asli
	4	Kelancaran tampak sedikit terganggu oleh masalah bahasa
	3	Kelancaran agak banyak terganggu oleh masalah bahasa
	2	Sering ragu-ragu dan terhenti karena keterbatasan bahasa
	1	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi
PEMAHAMAN	5	Memahami semua tanpa mengalami kesulitan
	4	Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu
	3	Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan
	2	Susah mengikuti apa yang dikatakan
	1	Tidak bisa memahami walaupun percakapan sederhana

NILAI AKHIR
SKOR X 100/25

List of Teacher

No	NAMA	NIP	POSITIONS
1	Dra. MEY SRIYANI, MM	19650528 199412 2 001	Headmaster
2	Drs. TRISNO WIWEKO	19650308 199103 1 008	Teacher
3	Drs. TURYANTO	19660402 199512 1 002	Teacher
4	Drs. SUPARNO, M. Pd	19681006 199802 1 001	Teacher
5	Drs. SOBIRIN	19650520 199702 1 001	Teacher
6	SUWARJO	19651207 198902 1 001	Teacher
7	MARIA THERESIA DWI W., S. Pd.	19731112 199903 2 004	Teacher
8	KUSWIYONO, S. Pd.	19730318 199903 1 004	Teacher
9	TRI WARYATI, S. Ag.	19710810 200604 2 017	Teacher
10	MARYUNI, M. Pd.	19730318 200604 2 008	Teacher
11	R. APRIYA SANTOSO, S. Ag.	19660429 200604 1 005	Teacher
12	RIA KARYANTI, M. Pd.	19760519 200604 2 008	Teacher
13	Dra. ROSMELIANA	19670518 200501 2 004	Teacher
14	Drs. SUPRIYANTO	19650802 200701 1 021	Teacher
15	SARI KARTINI, S. Pd.	19680422 200604 2 002	Teacher
16	BADARUDIN, S. Ag.	19690127 200701 1 002	Teacher
17	EKA SULISTIYOWATI, S. Pd.	19800524 200701 2 005	Teacher
18	DEVIE AMBARWATI, M. Pd.	19820206 200804 2 001	Teacher
19	RAHMA ISMAWATI, S. Pd.	19700331 200801 2 007	Teacher
20	LISDA MASTINA, M. Pd.	19701025 200903 2 001	Teacher
21	SRI PUJI LESTARI, S. Ant.	19790319 200604 2 004	Teacher
22	RIDUAN AGUS, S. Pd.	19760530 200903 1 004	Teacher
23	ENIA WATI, S. Pd.	19800413 200804 2 001	Teacher
24	MULYADI, S. Pd.	19810417 200903 1 002	Teacher
25	ELIYAWATI, S.E.	19820908 200903 2 001	Teacher
26	EKO NOPRIANTO, M.Pd.	19841211 200903 1 001	Teacher
27	RODIYAH, S. Pd.	19730407 201001 2 002	Teacher

No	NAMA	NIP	POSITIONS
28	LIJO CHOIRUL, S. Ag.	19730416 201001 1 006	Teacher
29	MISBAH, S. Pd.	19711012 201407 2 001	Teacher
30	SRI IRIYANI, SE.	19720904 201407 2 002	Teacher
31	EDISON, S. Ag.	19780505 201407 1 003	Teacher
32	MARYONO, S. Pd.	19630918 201407 1 001	Teacher
33	ENI SUWARTINAH, S. Pd	19750818 202121 2 005	Teacher
34	GUNAWAN, S. Pd	19780510 202221 1 011	Teacher
35	MARLINA DIANA, S.E.	-	Teacher
36	ANISA HIDAYATI, S. Pd.	-	Teacher
37	MARITSON SINAGA, S. Pd. K.	-	Teacher
38	LIA PRATIWI, S. Pd.	-	Teacher
39	RISKA KARTINI, S. Pd.	-	Teacher
40	LIA AGUSTINA, S. Pd	-	Teacher
41	HENDRO HARTONO, S. Pd	-	Teacher
42	MAYA FADILASARI, S. Pd	-	Teacher
43	SUKARTINI	19680302 199012 2 001	Official Employer
44	SUPINAH	19720402 199103 2 002	Official Employer
45	SUMIATUN	19760608 200701 2 016	Official Employer
46	SAM'UN	19720610 200902 1 002	Official Employer
47	RIRIN BENI WIJAYANTI	19720101 201407 2 002	Official Employer
48	SUNARDI	19730606 201407 1 002	Official Employer
49	SUYATNO	-	Official Employer
50	SUCIPTO	-	Official Employer
51	BANDI	-	Official Employer
52	SUWITO	-	Official Employer
53	WINARNO	-	Official Employer
54	SITI MASTUNATIN	-	Cleaning Staff
55	SITI NURJANAH	-	Cleaning Staff

**List of Students The Class Natural Sciences of 3
SMA N 1 KIBANG TAHUN AJARAN 2022/2023**

No	Nama	Kelas
1.	Maya Ratu Faudah	MIPA 3
2.	Vinka Tria K	MIPA 3
3.	Rasya Azzahra	MIPA 3
4.	Dwiky Dharma	MIPA 3
5.	Elda Imel Aulia	MIPA 3
6.	Putri Nurmawati	MIPA 3
7	Ferdi Adi U	MIPA 3
8.	Elia Andrenata	MIPA 3
9.	Munir Aqromin	MIPA 3
10.	Zahra Aulia S	MIPA 3
11.	Rindi Amandasari	MIPA 3
12.	Sintia Bunga A	MIPA 3
13.	Sifa Salsabila	MIPA 3
14.	M Tri Febriyanti	MIPA 3
15.	Septi Dwi	MIPA 3

Assesing Type of Gambits

SMA NEGERI 1 KIBANG TAHUN PELAJARAN 2022/2023

Kelas : XI MIPA 3

No	Nama	Penilaian Speaking				Score	Nilai	Kriteria
		Grammer	Vocabulary	Pronouncation	Fluency			
1	Maya Ratu Faudah	2	2	2	2	8	40	Low
2	Vinka Tria K	2	3	2	2	9	45	Fair
3	Rasya Azzahra	2	2	2	2	8	40	Low
4	Dwiky Dharma	2	1	2	2	7	35	Low
5	Elda Imel Aulia	2	2	2	2	8	40	Low
6	Putri Nurmawati	2	2	2	2	8	40	Low
7	Ferdi Adi U	2	2	2	2	8	40	Low
8	Elia Andrenata	2	2	2	2	8	40	Low
9	Munir Aqromin	2	2	2	2	8	40	Low
10	Zahra Aulia S	3	2	2	1	8	40	Low
11	Rindi Amandasari	3	2	1	2	8	40	Low
12	Sintia Bunga A	2	2	2	2	8	40	Low
13	Sifa Salsabila	2	2	1	2	7	35	Low
14	M Tri Febriyanti	2	1	1	2	6	30	Low
15	Septi Dwi	2	2	2	2	8	40	Low

Assesing Functions of Gambits

SMA NEGERI 1 KIBANG TAHUN PELAJARAN 2022/2023

Kelas : XI MIPA 3

No	Nama	Penilaian Speaking				Score	Total	Kriteria
		Grammer	Vocabulary	Pronouncation	Fluency			
1	Maya Ratu Faudah	3	3	3	1	10	50	Fair
2	Vinka Tria K	2	3	3	2	10	50	Fair
3	Rasya Azzahra	2	2	2	2	8	40	Low
4	Dwiky Dharma	2	2	2	2	8	40	Low
5	Elda Imel Aulia	2	2	2	2	8	40	Low
6	Putri Nurmawati	3	3	2	2	10	50	Fair
7	Ferdi Adi U	3	3	2	1	9	45	Fair
8	Elia Andrenata	2	2	2	2	8	40	Low
9	Munir Aqromin	2	2	2	2	8	40	Low
10	Zahra Aulia S	3	1	1	2	6	30	Low
11	Rindi Amandasari	3	2	1	1	7	35	Low
12	Sintia Bunga A	2	2	2	2	8	40	Low
13	Sifa Salsabila	2	2	2	2	8	40	Low
14	M Tri Febriyanti	2	2	2	2	8	40	Low
15	Septi Dwi	2	2	2	2	8	40	Low

SCRIPTS SPEAKING

Material Lesson : Asking and Giving Opinions

A. Dialogue 1

Theme : New Shoes

Dialogue : D1

Putri Nurmawati : Student 1

Elda Imel Aulia : Student 2

Dwiky Dharma : Student 3

Student 1	Hi,..... Good Morning guys
Student 2	Morning.....
Student 3	Morning too. Where do you from?
Student 1	I just from my home sister.
Student 2	So, What's up?
Student 1	I got a prize to my birthday
Student 3	Ahaaa. Happy Birthday to you
Student 1	Thank you
Student 2	Happy Birthday and Can I know what is that?
Student 1	Hmmmm, This shoes.
Student 2	Woww, so pretty
Student 3	I think you look beautiful today
Student 2	Yeah, you look different today
Student 1	Are you sure?
Student 2	Yeah, I'm sure
Student 1	What do you think guys?
Student 3	It's ok
Student 1	Really?
Student 2	Yeahh, Really
Student 3	I agree with you bro
Student 1	Guys, I have go know

Student 2	Okey, take care
Student 3	See you

Dialogue 2

Kode :

Dialogue : D2

Elia Andrenata : Student 4

Munir Aqromin : Student 5

Ferdi Adi : Student 6

Theme : Vocation

Student 4	Hi guys, how are you today?
Student 5	I'm ok. Thanks
Student 6	I'm fine. And you?
Student 4	I'm well.
Student 5	Do you have a plan today?
Student 4	Hmmmm yeahh, I do.
Student 6	Great. Can you tell us?
Student 4	Alright.
Student 5	So, what's up?
Student 4	I will trip with my mom and dad next week.
Student 5	Ahaaaa, Really?
Student 4	But, I'm confused with city I will go it.
Student 6	I can help you
Student 5	Ahaaaa, Me too.
Student 4	Please give me suggestion guys
Student 5	Okay, In my opinion, I like bandung because it is best view
Student 6	In my opinion, I like bali because many beautiful beach
Student 4	Thankyou for your ideas guys
Student 5	Sure
Student 4	But, I missed moment in Jogya
Student 6	Jogya is good view too
Student 5	I think so
Student 4	I will tell my mom and dad first about that

Student 5	Yeah, keep safety
Student 6	Don't forget to bright camera
Student 4	Thank you guys

B. Dialogue 3

Theme : Buy something

Kode :

Dialogue : D3

Vinka Tria K : Student 7

Maya Ratu Faudah : Student 8

Rasya Azzahra : Student 9

Student 7	Good afternoon guys
Student 8	Afternoon.
Student 9	How are you.....?
Student 7	I'm fine thanks, how about you guys?
Student 8	I'm ok
Student 9	I'm well.
Student 7	I'm glad to hear that
Student 8	What are you doing ?
Student 7	Hmmmmm, I opened Instagram account shop
Student 9	Are you gonna buy something? Aren't you?
Student 7	You're right. I want to buy dress to my mom
Student 8	Ahaaaa, and then?
Student 7	Hmmmmm, But I'm confusing about that.
Student 9	Do you need any help?
Student 7	Yeah, I do.
Student 8	How much money do you have now?
Student 7	Not much.
Student 9	Alright, Do you have shopee application?
Student 7	I don't
Student 8	Any else application shop?
Student 7	I don't
Student 9	Okey, I know. You must download that and see it product you want
Student 7	Wait , I'm going to download now
Student 8	After download it, you can choose you want in the shopee
Student 7	Thank you for sharing
Student 9	Have you find it?

Student 7	I Think this one
Student 8	Yeah, Perfect
Student 9	Beautiful and cheep. Go check out
Student 7	Ok guys, thanks for helping
Student 8	Sure

C. Dialogue 4

Kode :

Dialogue : D4

Sifa Salsabila : Student 10

Septi Dwi : Student 11

M Tri Febriyanti : Student 12

Theme :International Teacher's

Student 10	Morning bestie
Student 11	Morning too
Student 12	Have a good day
Student 10	By the way, do you know agenda today in our school?
Student 11	I don't know
Student 12	Ahaaa, me too
Student 10	Honeslty, We go home earlier today
Student 11	What happen?
Student 10	Because today is International Teacher's
Student 12	You're right
Student 11	We must buy some flowers to the teachers
Student 12	Ahaaa, agree.
Student 10	Who is your favorite teacher guys?
Student 11	My favorite teacher is Miss Tika
Student 10	How about you..... ?
Student 12	Hmmmm, my favorite teacher is Mr Ali
Student 10	And me, my favorite teacher the same
Student 11	I think Miss Tika is kind, friendly, humorous, and beautiful
Student 10	I agree with you . and Miss Tika is fashionable and talking active with students. I like it

Student 12	Hmmmmmm, I Like Mr Ali because he is so kind and also friendly too
Student 10	Alright, we have favorite teachers.
Student 11	Let's buy the flowers
Student 12	I buy 2 flowers to Mr Ali
Student 10	I buy 3 flowers to Miss Bela and take picture with her
Student 11	Hmmm, I only buy 1 flower
Student 10	No Problem
Student 12	It's ok.

D. Dialogue 5

Kode :

Dialogue : D5

Rindi : Student 13

Zahra : Student 14

Sintia : Student 15

Theme : Favorite food

Student 13	Good Morning, Happy Monday
Student 14	Morning too
Student 15	You too
Student 14	Today , so arrive almost late
Student 15	10 minutes again bell is ringing
Student 13	Yeah, I know. I am not yet breakfast
Student 14	What's wrong?
Student 13	My bike is broke just now
Student 14	I haven't breakfast too
Student 13	Omg guys
Student 14	I know today is free. So I want to breakfast in the canteen.
Student 13	Let's go the canteen.
Student 15	I want to fried rice with socis
Student 14	I want Soto Betawi

Student 13	Hmmmm, I want to Friend rice too.
Student 14	I'm starving guys
Student 15	Be patient
Student 13	What do you think about that Fried Rice?
Student 14	The tastes is hot and delicious like in the restaurant
Student 13	And price is cheep
Student 14	Yeah, Alright
Sintia	Ahaaaa, I like Soto Betawi because Soup Soto Betawi is delicious . I missed Soto Betawi in my village
Rindi	I will try Soto Betawi after this
Zahra	Me too, I never eat before
Sintia	Yeah, you must try delicious Soto Betawi

Observation Sheet Type of Gambits

Type of gambits		Description	Code	
Type 1 (Opening gambits)	Asking for Information	1. Happy Birthday and Can I know what is that	D1	Student 3
		2. "Do you have a plan today?" and Can you tell us?"	D2	Student 5
		3. "How much money do you have now?"	D3	Student 9
		4. "Alright, Do you have shopee application?"	D3	Student 8
		5. "Any else application shop?"	D3	Student 8
		6. "Who is your favorite teacher guys?"	D4	Student 10
		7. "What do you think about that Fried Rice?"	D5	Student 13
		8. "Are you gonna buy something? Aren't you?"	D3	Student 9
		9. "Morning too. Where do you from?"	D1	Student 3
		10. "So, What's up?"	D1	Student 2
		11. "How are you?"	D3	Student 9
		12. "What are you doing?"	D3	Student 8
		13. "Are you gonna buy something? Aren't you?"	D3	Student 9
		14. "Do you need any help?"	D3	Student 9
		15. "How much money do you have now?"	D3	Student 8
		16. "Alright, Do you have shopee application?"	D3	Student 9
		17. "Any else application shop?"	D3	Student 8
		18. "By the way, do you know agenda today in our school?"	D4	Student 10
		19. "Who is your favorite teacher guys?"	D4	Student 10
		20. "What do you think about that Fried Rice?"	D5	Student 13
	Interrupting	21. "Please give me suggestion guys"	D2	Student 4
		22. "Today, so arrive almost late"	D5	Student 14
	Personal Opinion	23. "I think you look beautiful today"	D1	Student 3
		24. "Yeah, you look different"	D1	Student 2

		today”		
		25. “It’s ok.”	D1	Student 3
		26 " Yeah, really.”	D1	Student 2
	Telling the story	27. “I will tell my mom and dad first about that”	D2	Student 4
Type 2 (Linking gambits)	Give a reason	1. “But, I’m confused with city I will go it.”		
		2. “But, I missed moment in Jogya”		
		3. "Hm, I Like Mr Ali because he is so kind and also friendly too”		
		4. “Do you need any help?”		
		5. “How much money do you have now?”		
		6. “Alright, Do you have shopee application?”		
Type 3 (Responding gambits)	Right or wrong	1. “I agree with you bro”		
		2.“Ahaaa, agree.		
		3.“I agree with you and Miss Tika is fashionable and talking active with students.		
		4."In my opinion, I like bali because many beautiful beach”.		
		5. Ok guys, thanks for helping		
		6.“My favorite teacher is Miss Tika”		
		7. “Hm, my favorite teacher is Mr Ali”		
		8. “I think Miss Tika is kind, friendly, humorous, and beautiful”		
		9. “I agree with you . and Miss Tika is fashionable and talking active with students. I like it”		

Observation Sheet Function of Gambits

Function of gambits		Description	Code	
Type 1	Gambit acknowledges that one is listening to speaker	1. "Ahaaa. Happy Birthday to you"	D1	Student 3
		2. "HmMMM, This shoes"	D1	Student 1
		3. "HmMMM yeahh, I do"	D2	Student 4
		4. "Ahaaaa, Really?"	D2	Student 5
		5. "Ahaaaa, Me too."	D2	Student 5
		6. "Ahaaaa, and then?"	D3	Student 8
		7. "Ahaaa, me too"	D4	Student 12
		8. "Ahaaa, agree"	D4	Student 12
		9. "Omg guys"	D5	Student 13
		10. "HmMMM, I want to Friend rice too."	D5	Student 13
Type 2	Question Taq?	1. "Are you gonna buy something? Aren't you?"	D3	Student 9
Type 3	Conversation opener	1. "Morning too. Where do you from?"	D1	Student 3
		2. "So, What's up?"	D1	Student 2
		3. "How are you?"	D3	Student 9
		4. "What are you doing ?"	D3	Student 8
		5. "Are you gonna buy something? Aren't you?"	D3	Student 9
		6. "Do you need any help?"	D3	Student 9
		7. "How much money do you have now?"	D3	Student 8
		8. "Alright, Do you have shopee application?"	D3	Student 9
		9. "Any else application shop?"	D3	Student 8
		10. "By the way, do you know agenda today in our school?"	D4	Student 10
		11. "Who is your favorite teacher guys?"	D4	Student 10
		12. "What do you think about that Fried Rice?"	D5	Student 13

INTERVIEW WITH STUDENTS

Interview with student 1

Name : Helda Kumala Dewi

Class : XI MIPA 3

1. Apakah kamu menyukai pelajaran Bahasa Inggris ?

Jawab : Tentu saja

2. Apakah kamu mengalami kesulitan saat belajar Bahasa Inggris di kelas ?

Jawab : Sebagian besar iya merasa kesulitan belajar Bahasa Inggris di kelas

3. Apakah kamu merasa grogi atau ketakutan saat berbicara bahasa Inggris di depan kelas ?

Jawab : Iya, saya merasa grogi saat berbicara di depan kelas

4. Apakah kamu selalu memikirkan grammar saat berbicara Bahasa Inggris di kelas ?

Jawab : Iya, terkadang masih memikirkan grammar saat berbicara di kelas

5. Apakah kamu mudah memahami saat diterangkan Bahasa Inggris oleh guru Bahasa Inggris di kelas ?

Jawab : Iya, karena penjelasannya sangat mudah dipahami

6. Apakah yang kamu ketahui tentang berbicara Bahasa Inggris atau speaking skill?

Jawab : Mengetahui hanya beberapa saja

7. Apakah yang kamu ketahui tentang conversation / percakapan dalam Bahasa Inggris?

Jawab : percakapan yang menggunakan Bahasa Inggris contoh how are you?
I'm fine

8. Apakah kamu sering bingung saat berbicara dalam percakapan Bahasa Inggris ?

Jawab : Iya karena huruf tidak sesuai bacaan

9. Apakah kamu dominant silent/ diam saat berbicara dalam percakapan Bahasa Inggris?

Jawab : Iya, jika saya tidak mengerti maknanya

10. Bagaimana cara kamu membuka sebuah percakapan dalam Bahasa Inggris ?

Jawab : Hallo, good morning

11. Bagaimana cara kamu merespon sebuah percakapan dalam Bahasa Inggris?

Jawab : Menjawab dengan baik jika mengerti

12. Bagaimana cara kamu mengakhiri sebuah percakapan dalam Bahasa Inggris?

Jawab : Good by

Interview with student 2

Nama : Sifa Salsabila

Class : XI MIPA 3

1. Apakah kamu menyukai pelajaran Bahasa Inggris ?
Jawab : Ya, karena terasa sangat menyenangkan saat belajar Bahasa Inggris
2. Apakah kamu mengalami kesulitan saat belajar Bahasa Inggris di kelas ?
Jawab : Tidak, karena Bahasa Inggris menyenangkan
3. Apakah kamu merasa grogi atau ketakutan saat berbicara Bahasa Inggris di depan kelas ?
Jawab : Iya, karena nervous
4. Apakah kamu selalu memikirkan grammar saat berbicara Bahasa Inggris di kelas ?
Jawab : Iya, karena takut salah berbicara
5. Apakah kamu mudah memahami saat diterangkan Bahasa Inggris oleh guru Bahasa Inggris di kelas ?
Jawab : Lumayan mudah
6. Apakah yang kamu ketahui tentang berbicara Bahasa Inggris atau speaking skill?
Jawab : Kemampuan berbicara Bahasa Inggris yang baik dan benar
7. Apakah yang kamu ketahui tentang conversation / percakapan dalam Bahasa Inggris?
Jawab : Percakapan antara 2 orang atau lebih
8. Apakah kamu sering bingung saat berbicara dalam percakapan Bahasa Inggris ?
Jawab : Terkadang
9. Apakah kamu dominant silent/ diam saat berbicara dalam percakapan Bahasa Inggris?
Jawab : Tidak, saya tidak dominan diam dalam berbicara Bahasa Inggris
10. Bagaimana cara kamu membuka sebuah percakapan dalam Bahasa Inggris ?
Jawab : Dengan mengucapkan halo
11. Bagaimana cara kamu merespon sebuah percakapan dalam Bahasa Inggris?
Jawab : Merespon dengan yes or no
12. Bagaimana cara kamu mengakhiri sebuah percakapan dalam Bahasa Inggris?
Jawab : Mengucapkan see you

Interview with student 3

Nama : PUJA PUSPITA SARI

Class : XI MIPA 3

1. Apakah kamu menyukai pelajaran Bahasa Inggris ?

Jawab : Kurang suka karena menurut saya susah untuk dipahami

2. Apakah kamu mengalami kesulitan saat belajar Bahasa Inggris di kelas ?

Jawab : Iya terkadang saya merasa kesulitan karena kurang memahami apa arti yang diucapkan

3. Apakah kamu merasa grogi atau ketakutan saat berbicara bahasa Inggris di depan kelas ?

Jawab : Iya, saya suka grogi dan kurang PD saat berbicara bahasa Inggris

4. Apakah kamu selalu memikirkan grammar saat berbicara Bahasa Inggris di kelas ?

Jawab : Tidak, saya hanya berfokus pada teks yang harus dibaca saja

5. Apakah kamu mudah memahami saat diterangkan Bahasa Inggris oleh guru Bahasa Inggris di kelas ?

Jawab : Tidak, saya terkadang sulit memahami apa yang dijelaskan guru

6. Apakah yang kamu ketahui tentang berbicara Bahasa Inggris atau speaking skill?

Jawab : Saya hanya mengetahui beberapa bagian saja

7. Apakah yang kamu ketahui tentang conversation / percakapan dalam Bahasa Inggris

Jawab : Komunikasi yang dilakukan beberapa orang dengan menggunakan Bahasa Inggris

8. Apakah kamu sering bingung saat berbicara dalam percakapan Bahasa Inggris ?

Jawab : Iya, karena banyak kata yang belum saya pahami

9. Apakah kamu dominant silent/ diam saat berbicara dalam percakapan Bahasa Inggris?

Jawab : Hanya berkata beberapa kata saja

10. Bagaimana cara kamu membuka sebuah percakapan dalam Bahasa Inggris ?

Jawab : Dengan menggunakan kata hai atau hello

11. Bagaimana cara kamu merespon sebuah percakapan dalam Bahasa Inggris?

Jawab : Hanya menggunakan kata yang saya pahami saja

12. Bagaimana cara kamu mengakhiri sebuah percakapan dalam Bahasa Inggris?

Jawab : Dengan menggunakan kata thank you dan see you

Interview with student 4

Nama : Zahra Aulia Salsabila

Class : XI MIPA 3

1. Apakah kamu menyukai pelajaran Bahasa Inggris ?

Jawab : Suka

2. Apakah kamu mengalami kesulitan saat belajar Bahasa Inggris di kelas ?

Jawab : Terkadang sulit terkadang menyenangkan bila sudah dipahami

3. Apakah kamu merasa grogi atau ketakutan saat berbicara bahasa Inggris di depan kelas ?

Jawab : 80% tidak grogi sisanya malu takut yang saya ucapkan dalam pengejaan Bahasa Inggris salah

4. Apakah kamu selalu memikirkan grammar saat berbicara Bahasa Inggris di kelas ?

Jawab : Tergantung pemikiran saya dan pemahaman saya

5. Apakah kamu mudah memahami saat diterangkan Bahasa Inggris oleh guru Bahasa Inggris di kelas ?

Jawab : tergantung pemikiran saya dan pemahaman saya

6. Apakah yang kamu ketahui tentang berbicara Bahasa Inggris atau speaking skill?

Jawab : Yang saya ketahui ini adalah kemampuan dalam berbicara Bahasa Inggris

7. Apakah yang kamu ketahui tentang conversation / percakapan dalam Bahasa Inggris

Jawab : Dialog dengan satu orang atau lebih dengan menggunakan Bahasa Inggris

8. Apakah kamu sering bingung saat berbicara dalam percakapan Bahasa Inggris ?

Jawab : 85% bingung

9. Apakah kamu dominant silent/ diam saat berbicara dalam percakapan Bahasa Inggris?

Jawab : Tidak, jika saya tau akan saya bicara dan jawab

10. Bagaimana cara kamu membuka sebuah percakapan dalam Bahasa Inggris ?

Jawab : Hallo guys

11. Bagaimana cara kamu merespon sebuah percakapan dalam Bahasa Inggris?

Jawab : Jawab sebisanya

12. Bagaimana cara kamu mengakhiri sebuah percakapan dalam Bahasa Inggris?

Jawab : Ucapan terimakasih, good bye dan see you

Interview with student 5

Nama : Zahra Aulia Salsabila

Class : XI MIPA 3

1. Apakah kamu menyukai pelajaran Bahasa Inggris ?
Jawab : Iya suka
2. Apakah kamu mengalami kesulitan saat belajar Bahasa Inggris di kelas ?
Jawab : Iya mengalami kesulitan
3. Apakah kamu merasa grogi atau ketakutan saat berbicara Bahasa Inggris di depan kelas ?
Jawab : Iya merasa grogi saat berbicara Bahasa Inggris
4. Apakah kamu selalu memikirkan grammar saat berbicara Bahasa Inggris di kelas ?
Jawab : Iya saya memikirkan grammar saat berbicara Bahasa Inggris
5. Apakah kamu mudah memahami saat diterangkan Bahasa Inggris oleh guru Bahasa Inggris di kelas ?
Jawab : Iya sedikit-sedikit
6. Apakah yang kamu ketahui tentang berbicara Bahasa Inggris atau speaking skill?
Jawab : Berbicara Bahasa Inggris adalah berbicara menggunakan kosakata Bahasa Inggris
7. Apakah yang kamu ketahui tentang conversation / percakapan dalam Bahasa Inggris?
Jawab : Percakapan dalam Bahasa Inggris
8. Apakah kamu sering bingung saat berbicara dalam percakapan Bahasa Inggris ?
Jawab : Iya karena bingung dengan artinya
9. Apakah kamu dominant silent/ diam saat berbicara dalam percakapan Bahasa Inggris?
Jawab : Iya saya dominant diam
10. Bagaimana cara kamu membuka sebuah percakapan dalam Bahasa Inggris ?
Jawab : Hallo guys
11. Bagaimana cara kamu merespon sebuah percakapan dalam Bahasa Inggris?
Jawab : Jawab sebisanya
12. Bagaimana cara kamu mengakhiri sebuah percakapan dalam Bahasa Inggris?
Jawab : Thank you

7/09/22 16.58

IZIN PRASURVEY



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 INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-4099/In.28/J/TL.01/09/2022
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 KEPALA SEKOLAH SMA N 1
 KIBANG
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **DEWI AYU PRACTICA**
 NPM : 1901051019
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 AN ANALYSIS OF CONVERSATION GAMBITS ON
 Judul : SPEAKING SKILL OF THE ELEVENTH GRADERS AT
 SMA N 1 KIBANG

untuk melakukan prasurvey di SMA N 1 KIBANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 September 2022
 Ketua Jurusan,



Andianto M.Pd
 NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KIBANG

NSS: 301120401009 – NPSN: 10805996 – NIS: 300090 – AKREDITASI: A

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Nomor : 420/364/V.I/SMAN 1 KIBANG/2022
Lampiran : -
Hal : Izin Prasurvey

Yth. : Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di tempat

Dengan hormat,

Berdasar surat Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-4099/In.28/J/TL.01/09/2022 tanggal 06 September 2022 perihal izin prasurvey, sehubungan dengan hal tersebut diatas kami mengizinkan kepada :

Nama : DEWI AYU PRACTICA
NPM : 1901051019
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

untuk melakukan prasurvey di SMA Negeri 1 Kibang Kabupaten Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "AN ANALYSIS OF CONVERSATION GAMBITS ON SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMAN 1 KIBANG".

Demikian surat izin prasurvey ini kami buat untuk dapat dilaksanakan sebagaimana mestinya.

Kibang, 08 September 2022

Waka Kurikulum. &



Sri Puji Lestari, M. Pd

NIP.19790319 200604 2 004

5/4/23, 9:19 AM

IZIN RESEARCH



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-1822/In.28/D.1/TL.00/04/2023
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 KIBANG
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1823/In.28/D.1/TL.01/04/2023, tanggal 13 April 2023 atas nama saudara:

Nama : **DEWI AYU PRASTICA**
 NPM : 1901051019
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 KIBANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CONVERSATION GAMBITS IN SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMA N 1 KIBANG EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 April 2023
 Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
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Hal : Izin Research

Yth. : Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di tempat

Dengan hormat,

Berdasar surat Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-1822/In.28/D.1/TL.00/04/2023 tanggal 13 April 2023 perihal izin research, sehubungan dengan hal tersebut diatas kami mengizinkan kepada :

Nama : DEWI AYU PRACTICA
NPM : 1901051019
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

untuk melakukan research/survey di SMA Negeri 1 Kibang Kabupaten Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "AN ANALYSIS OF CONVERSATION GAMBITS ON SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMAN 1 KIBANG EAST LAMPUNG".

Demikian surat izin research ini kami buat untuk dapat dilaksanakan sebagaimana mestinya.



Kibang, 08 Mei 2023
Kepala Sekolah,

Mey Sriyani
Dra. Mey Sriyani, MM
NIP 19650528 199412 2 001

5/4/23, 9:19 AM

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-1823/In.28/D.1/TL.01/04/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DEWI AYU PRASTICA**
NPM : 1901051019
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 KIBANG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CONVERSATION GAMBITS IN SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMA N 1 KIBANG EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 13 April 2023

Wakil Dekan Akademik dan
Kelembagaan,



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INSTITUT AGAMA ISLAM NEGERI METRO
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NPM : 1901051019

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Monday 03/04/23	1	Make Rubrics of Scoring Speaking	
2	Monday 10/04/23	1	Acc APD	

Mengetahui
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Andianto, M.Pd
NIP. 19871102 201503 1 004

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Svahreni Siregar, M.Hum
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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 NPM : 1901051019

Program Studi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	29/05/2023	1	Abstract Revise the analysis (Chapter IV)	
2	6/06/2023	1	- Revise chapter 4 & 5 (Jury & Conclusion) - Abstract -	
3	13/06/2023	1	Acc	

Mengetahui
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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AN ANALYSIS OF
CONVERSATION GAMBITS IN
SPEAKING SKILL OF THE
ELEVENTH GRADERS AT SMA N
1 KIBANG EAST LAMPUNG

by Dewi Ayu Prastica 1901051019

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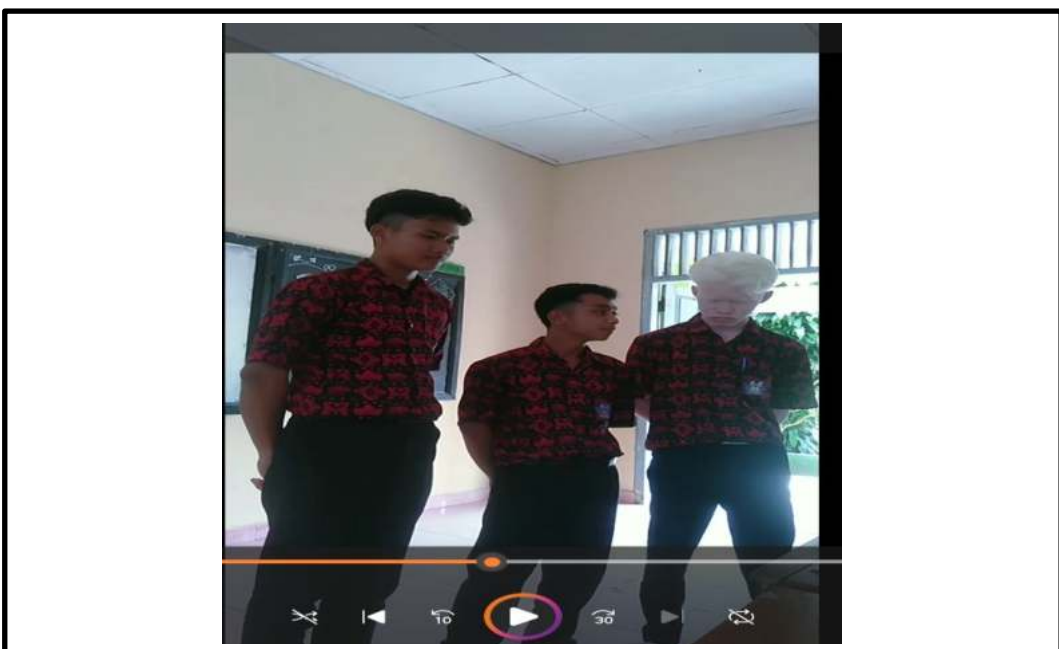
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CURRICULUM VITAE



The writer name is Dewi Ayu Prastica. She was born in Metro on Januari, 7th 2000. My Father name is Sujadmono, M.Pd, my mother name is Ririn Widyaningrum, S.Pd.I, M.M , and I have 2 young brothers. My young brothers are Dimas Fauzan Akbar and Affan Fauzan Wafi. The writer lives in Margototo, Kecamatan Metro Kibang, Kabupaten Lampung Timur, Lampung. The writers finished her formal education on SD Muhammadiyah Metro Pusat, SMP N 3 Metro Pusat, MAS Mahrusiyah Kediri East Java. After graduated from Senior High School, the writer became the student of IAIN Metro since 2019. For the writer hope this curriculum vitae that has veeb obtained can be share with the other readers.