

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a language that is widely used in the fields of economics, politics, knowledge, and in all aspects of social activities. English is also international language which is used by many countries as a communication tool such as at the level international assembly including Indonesia. Therefore, Indonesian government is very concerned about English as a compulsory lesson to be learned in schools from the junior high school to the highest levels, namely universities. To support this, many educational constitution have emerged that emphasize four basic skills of English, they are speaking, reading, listening and writing.

Speaking is a very important aspect in mastering English. Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). By speaking, listeners are able to understand the information conveyed by the speaker.

Communication is also very important in teaching and learning process, for instance, in the teaching and learning process happening in universities. Communication involving the lecturers and the students is also considered as the fundamental element for obtaining an effective learning. Weheba & Kader (2007) state “communication in the teaching and learning

process encourages students to connect the concepts which they learn and to apply the concept into their life”. In communicating with the learners, the lecturers would not merely bring out some utterances involving grammatical structures and words but they also present actions through those utterances in order to send the messages through their utterances (Zhao and Throssel, (2011). In this situation, the lecturers as the speaker and the students as the listeners or the students as speaker and the lecturers as the listener, sometimes both of them tend to make their communication sounds natural, comfortable, and also they can enjoy in the classroom. One of the ways to make their communication between lecturers and students more natural, enjoyable and comfortable is gambits. In other words, in order to carry out a good communication, people need to know about gambits so that their communication can flow naturally.

Keller and Warner (1988) state “gambit is word or phrase which helps us to express what we are trying to say”. They also state “gambit is so important because it reflects the naturalness of the speakers. Moreover, the use of gambits in the communication or conversation would help the speakers fluency.” Furthermore, gambits will lead the listeners or audiences to be ready to listen to the following sentences. Keller and Warner (1976) even claimed is “during a communication, gambits can help people to indicate the ways of how to start, continue, and also end the communication”.

Mostly gambits are used for beginning a communication. People often concern so much with grammar and correctness of the sentences. People

forget to teach important skills like getting a communication started, keeping it going and ending. Using gambits in the classroom communication is important not only to start, keep and end the communication but also to build an expressive as well as a meaningful communication over and to make it flows naturally when delivered. Dufon (1995) stated gambits also serve a politeness functions in that they can be used to encode social status indirectly, which in many cases would be considered impolite if directly encoded. The statement is asserted by Chalak and Norouzi (2014) who claimed that gambits can influence the process of turn-taking in the communication. In sum, gambits are devices that act as (a) discourse organizers to introduce what the speaker is about to say, (b) strategies to maintain the smooth flow of communication, and finally (c) pause fillers that buy time while the speaker searches for a word or attempts to hold a turn. All the statements show that gambits have very important role in communication.

English Literature is one of the programs provided by the University of Stikubank Semarang which aims to provide opportunities for students to improve their speaking skills. One of activities in the class is conversation, and in the conversation there always have been many ways to start, to continue and to end conversation in all of situation. Gambits can help learners in showing the ways of how to start, to continue, and also to end conversation in every situation. It is important to know that every time gambits are available in the daily conversation. By using gambits, students are expected to be able to converse fluently.

There are many advantages that learners will take by using gambits, i.e. They can express their opinion to fulfill their own need of speaking, for example to express uncertainty, to emphasize a point, and to maintain a conversation, etc.

Related to the background above, the researcher is interested in conducting a research on *The Use of Gambits in Telephone Call among Eighth Semester Students of English Literature Department in University of Stikubank Semarang*.

1.2 Statement of the Problems

Based on the previous background above, the researcher formulated research questions as follows:

1. What types of gambits are spoken in the telephone call by eight semester students of English literature department program in University of Stikubank Semarang?
2. What are the functions of gambits spoken in the telephone call by eight semester students of English literature department program in University of Stikubank Semarang?

1.3 Objectives of the Study

The aims of the research are as follows:

1. To find out the types of gambits which are spoken in the telephone call by the students.
2. To find out the functions of gambits spoken in the telephone call by the students.

1.4 Scope of the Study

According to Simon and Goes (2013), the scope of the research refers to the parameters under which the research will be operating. Therefore, this research will be limited to eight semester students of English literature department program in University of Stikubank Semarang. The researcher will focus on using Gambits in telephone call.

1.5 Significances of the Study

The significances of the study can be classified into three parts as follows:

1. The researcher who wrote this research in order to apply what has been learned about gambits in campus.
2. This research is expected to give additional resources in developing the knowledge at gambits in campus.
3. The result of this research is expected to give suggestion and consideration to every educational institutions to teach gambit in conversation.