



GAMBITS USED BY THE ENGLISH DEPARTMENT AND
NON ENGLISH DEPARTMENT STUDENTS
(A COMPARATIVE STUDY)

Submitted in Partial Fulfillment of The Requirements
for The Master Degree of English Education

by :

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(A Comparative Study)

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STATEMENT

I , herewith, declare that the content of this thesis is the result of my own writing. I am completely responsible for its content. Other writers' ideas, statements and findings used in this thesis have been quoted or cited in accordance with ethical standard.



MOTTO

Our belief should be based on reality
So that we would be able to carry out
the struggle for the future . (Soekarno)



DEDICATION

This Thesis is dedicated to:
my mother and father
my beloved husband and daughters



ACKNOWLEDGEMENT

Alhamdulillah, Praise be to the Lord whose Mercy and Guidance are always bestowed to the writer, so that she could finish this thesis.

The writer would like to express sincerely her special indebtedness and gratitude to Helena I R A, Ph. D and Prof. Mursid Shaleh, Ph.D as her advisors in writing this thesis – who had given to her their guidance, patience and time in preparing this thesis.

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1. The Director of Graduate Program of Semarang State University and all his staff for their assistance during the writer's study in this program.
2. The Rector of Stikubank University Semarang who has given her great chance to study in this University.
3. Satrio Seno Prakoso as the writer's husband who always gives her his special support to finish studying in this program.

May Lord bless them all for their kindness to the writer. Finally, she hopes that this thesis would be useful to readers.

The Writer

ABSTRACT

This study is aimed at comparing gambits usage. In detail, it is about Gambits Used by the English and Non English Department Students – A Comparative Study. This study was carried out in order to answer the research questions : what are the differences of gambits used by the English and Non English department students ? which group use more gambits in their conversations? And what are the frequently used gambits?

This study was conducted in Stikubank University both in the English Department and in the Non English Department. Furthermore, the subjects of this study were the students from the above faculties mainly those who were in the fourth semester. There are twelve students used as the subjects of this thesis. The data are in form of the recorded conversations of six pairs of the students. Hence, the data which were collected by recording their casual conversations, were classified into qualitative data. The data which were collected in three months were then analyzed qualitatively, referring to the gambits as suggested by both Keller and Edmonson/ House. The simple quantitative procedure was also applied in order to find the frequency on using the gambits.

As this study is also proposed to find out the students' naturalness in conversation, then the writer asked one student outside the subjects of the study to help her in collecting the data. The process of collecting data was not an easy thing to do, because this study requires such a natural English conversation. The data should be recorded without their awareness in order to achieve a natural situation. There should be conformity of time between the subjects of this study and data collector.

Regarding their uses of gambits in conversation, the writer finds that the students from both departments are familiar with some gambits expressions such as “actually”, “OK”, “well”, “any way”, “.”.

The English Department students use gambits expressions more frequently than those students from the Non English Department. In general the English and the Non English Department students have spoken naturally through the conversation made with their partners. There is also a tendency that the students from the English Department are more productive and use more complex arguments or complex turns in their conversation than those from Non English Department. This reason leads them on using the linking gambits more frequently.

Referring to Keller's gambit, the writer finds that the opening gambits are the most frequently used in conversation by students from both the English Department and Non English Department. Furthermore, the English Department students use the linking gambits more frequently since they always want to develop their idea in conversation through their argument in each move. In addition to this, the English Department students also use more responding gambit in their conversation. Both English Department and Non English Department students also use the gambits as suggested by House/Edmonson: the starter, uptaker, cajoler, clarifier, and applier for few times. Among those gambits, the expression "OK" and "well" are widely used by the students.

Referring to Celcea Murcia's communicative competence, it is obvious that the application of gambits in communication is considered as applying strategy competence in communication.

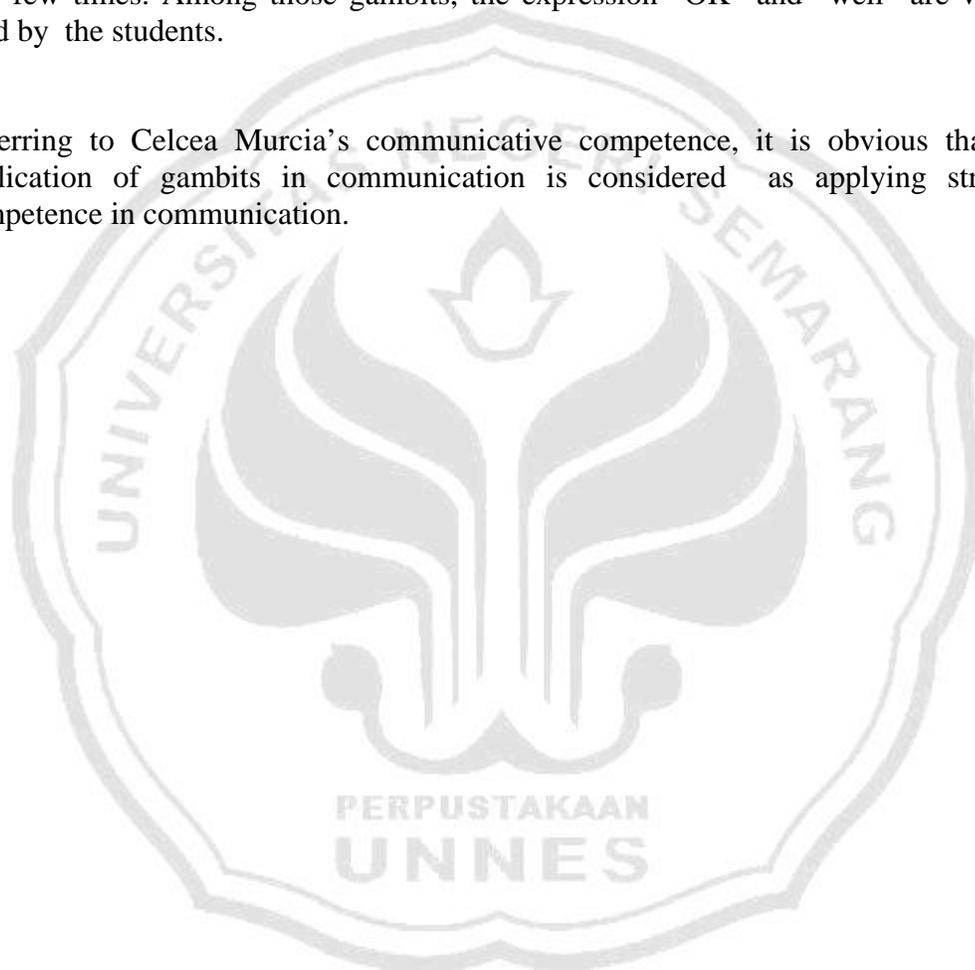


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CHAPTER 1

INTRODUCTION

1.1 Background

Speaking is a part of communication. It is a verbal communication in which a speaker is delivering meaning to other people. Speaking is also an art which does not only function for fulfilling human's need as a social creature who always needs to interact with other people. A good way of speaking can be learned. When people are communicating, they need a lot of knowledge such as gambits that can make their speech meaningful. In addition to this, the intonation is very important in speaking.

In an English speaking community, the activity of speaking English is conducted spontaneously. The speaker has only limited time or even few seconds to prepare his speech. Speaking also requires some other masteries of language components such as vocabulary, grammar, pronunciation, and also a very good reference about many topics so that they can apply those components spontaneously. Hence, the activity of English speaking is an integrated skill

In general, the activity of speaking can be classified into two groups: monologue and conversation. Monologue is an activity of speaking in which the speaker is delivering a lot of information to listeners without receiving feedback. Meanwhile, conversation is an activity of speaking which is proposed to exchange information between two people. (Eggy, 1997:6). To be able to carry out a

conversation, people need to know about gambits, so that their conversation flow naturally. Conversation is chosen for this study, since the writer is sure that gambits are mostly used in conversation between people.

It is widely known that in English speaking community, speaking or conversation is always a spontaneous activity. It is always done without a long period of preparation. Most speakers have limited time or few seconds for a preparation to deliver their messages. This is in line with Halliday 's idea as stated in Eggin's as follows:

It is natural to conceive of text first and foremost as conversation: as the spontaneous interchange of meaning in ordinary, every day interaction. It is in such contexts that reality is constructed, in the micro encounters of daily life. (Halliday in Eggin , 1997: 7)

It is obvious, from the above statement that conversation is a spontaneous activity in which people exchange meaning through interaction every day. Nevertheless, in this condition people are required to have appropriate way to convey their message in order to get the appropriate response from the audience or addressee. To be able to convey the meaning properly, people also need to use gambits to make their speech sounds natural.

Indonesia is not an English speaking country, only limited people are required to interact in English. For this reason the writer really understands that English is considered to be a foreign language in Indonesia, so it may be difficult to find a natural English speaking among people, even among the students especially among the non English department student. In this study, concerning the use of gambits, the

writer would like to conduct field research which is preceded with the activity of observation.

In this study, the writer observed the conversation among the students of English department and the non English department who have very good interest in English or among the students who like to communicate in English between close friends.

It is commonly known that people speak with their own style. In addition to this, the individual's speech reflects his own character, the way the person conveys a message can not be arranged. It is always coming out directly. Some of the messages may be arranged. The writer has very good interest in the use of gambits, since it reflects the naturalness of the speakers. In addition to this, the use of gambits in conversation will help the speakers' fluency. Furthermore, gambit, will lead the listeners or audience to be ready to listen the following sentence. Gambits also convey the interpersonal meaning of the speaker. Moreover, gambit can function as reminder to what the speaker proposed to speak. Using gambit on speech is very interesting to be observed since it indicates their ability in speaking and also their naturalness in speaking English or conversation.

Generally one speaks to deliver many ideas to other people. Certain way is always needed hence our speech will be accepted by other people properly. The speaker needs to correlate one idea to other in such a way that his speech becomes natural. In fact it is not always easy to begin a sentence or a topic, one needs to

refer to certain procedure that our beginning speech or our introductory speech will be appropriate to other people.

One way that can be referred to produce a type of natural speech is by applying gambits. According to Keller (1988: 6), gambits often serve to introduce what the speaker is about to say or introducing an opinion.

For Examples:

The most important thing is that....

In my opinion

To be realistic

I'd like to know

Most people speak to convey message. When people carry out a conversation, they use some sentences. One sentence needs to be logically related to other sentences; gambits help to create the logical relations or as a link to our own idea and other people's idea.

Each sentence has always different function or even different interpersonal meaning. Gambits in conversation help the speakers convey the interpersonal meaning. This will distinguish the information coming from the human's speech and the books. Gambits in conversation will make the people's utterances become more meaningful. Conversation without gambits sounds rigid and blunt. In addition to this, gambits in conversation convey very important role. Using gambits is also one way of hedging. Conversation without gambits is not natural and it sounds like a book conveying a lot of information. Gambits in the conversations prepare the

listeners to listen to the following information or even the quality of the information. Gambits enhances clarity of interpersonal meaning. They also serve as discourse devices to create logical relations.

1.2. Research Questions

This thesis is based on the following research questions:

1. What are the differences of gambits used by the English and the non English department students?
2. Which group use more gambits in their speech or conversation?
3. What types of the frequently used gambits?

1.3. Reasons for Choosing The Topic

There is always a reason when people do certain activity, so does the writer in this activity. Since the writer of this thesis is also working in a private university, she furthermore finds the fact that English is very important to facilitate the students' success both in the recent and the future time. In detail, she chooses this topic for the following reasons :

1. The previous research which was conducted by Lier Barbara et al. about gambits in spoken and chatoom discourse in 2004.
2. Most non English department students need to speak English unnaturally.
3. Speaking English ability is very important in this era.
4. Fluency and naturalness in English speaking activity will be an asset both

for English department and non English department students. The use of gambits reflect their naturalness in speaking.

5. Gambits in a conversation also indicate their politeness when delivering message.

1.4. Purpose of The Study

The thesis is done in order to achieve the purpose of this study. The writer, therefore, needs to do some procedures so that she will be able to achieve the objectives of this study. Meanwhile, the objectives of this study are proposed :

1. to describe the gambits used by the English Department students,
2. to describe the gambits used by the Non-English Department students
3. to compare the gambits used by the English department and Non English department students.

1.5. Definition of The Terms

Referring to the above title of this thesis, the writer would like to explain the terms used in the title. Some terms used in this study will be defined as follows :

Gambit : - some expressions used to introduce what the speaker is about to say.

- a word or phrase in conversation which signals the function of the speakers' next turn in the conversation. (Keller, 1988)

English Department Students :

The students who study in the English Department of Stikubank University and learn a lot about Linguistics, English literature, language skills etc.

Non English Department Students:

The students who study sciences at the other faculties. The writer in this research uses the students from Economics Faculty of Stikubank University.

1.6. Significance of The Study

Indonesia is not an English speaking country, but naturalness in English conversation is important and it is often needed in many occasions. Although it is not always easy to find such a natural situation of English conversation, the researcher would like to try to find it among her students. The result of this research would hopefully be significant for the followings:

1. Including gambits in the curriculum of speaking as a subject in both departments .
2. Leading the students in Unisbank to practice more English conversations with their partner or best friend even outside the classroom.
3. Supporting the lecturers to create a type of natural situation of English conversations among the students.

4. Improving the students' ability to produce such a natural conversation by applying gambits.
5. Introducing gambits to students during the speaking class.
6. Developing the syllabus of the speaking class in both departments.

The result of this research will be implemented in the writer's institution mainly to her students. This will be a good consideration to make the students speak English naturally by applying gambits.

1.7. Writing Systematization

Chapter I : The introduction of this thesis is written in Chapter I and it covers : background, research questions, reason for choosing the topic, purpose of the study , definition of the term , significant of the study and writing systematization .

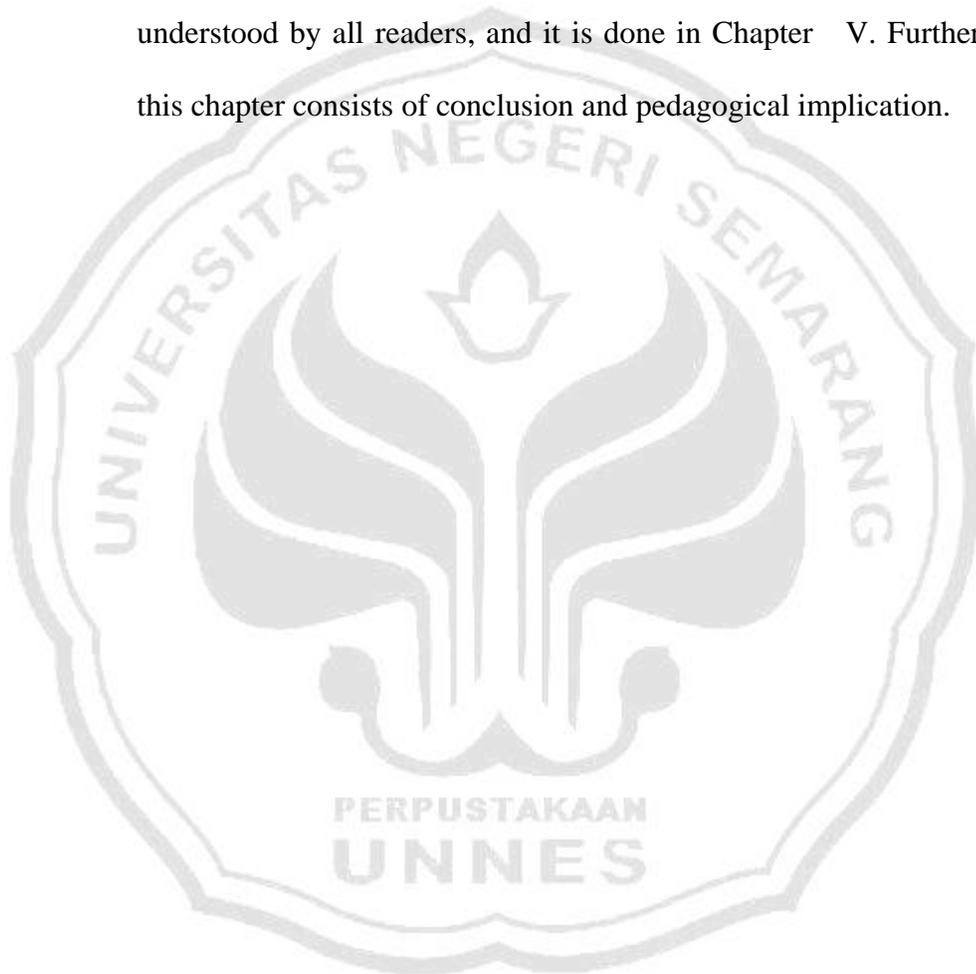
Chapter II : The review of the related theories is written in the chapter II. In this part she reviews some literatures of gambits and it consists of students conversation, the structural element of casual conversation, gambits in conversation, function of gambits, communicative competence, speech function in casual conversation, and interpersonal meaning.

Chapter III : The research plan and activity are written in detail in chapter III: Research Design . This chapter, discusses further the subject of the study, time for collecting the data, methods of collecting data,

and methods of data analysis which covers identification, description, comparison, contrasting and interpreting.

Chapter IV : The most complex part of this thesis is written in Chapter IV. This part consists of description, comparison, finding and interpretation.

Chapter V : All the above findings need to be concluded in order to be easily understood by all readers, and it is done in Chapter V. Furthermore this chapter consists of conclusion and pedagogical implication.





CHAPTER 2

REVIEW OF RELATED LITERATURES

In this chapter, the writer presents the relevant theories which are used to analyze the discussion of gambits. Those theories cover the followings: Students Conversation, teaching speaking, Gambits in Conversation, Function of Gambits, Communicative Competence, Speech Function in Casual Conversation, and Interpersonal Meaning .

2.1. Students' Conversation

There are a lot of students in the writer's institution with their own characters and preferences. She believes that most students in English Department have very good interest in English since they have chosen this department. On the other hand, not all the students in Economics faculty have very good interest in English. Few of them probably have.

English is the first foreign language in Indonesia, thus students from English department constitute very small community who are interested in English and having competence to use this language in order to improve their language skill. Meanwhile the students from Economics faculty are also the other very small community who are interested in using this language.

Because English is not a national language in Indonesia, so it is really difficult to find it in a real natural English conversation, but the writer believes that

there will be some natural conversations among these students. In fact the students often practice their speaking skill among close friends. Although their conversations often occur by term of practicing, they have been trying to make interaction and negotiate meaning in English. They often talk in terms of practicing, thus they often conduct this conversation out of the classroom and the writer considers that they prefer the casual conversation to the formal conversation.

According to Eggin and Slade casual conversation is defined functionally as a talk which is not motivated by any clear pragmatic purposes. (Eggin & Slade, 1997: 19). It means that casual conversation is always in informal situation, the participants, in general, have very good interest in the topic being discussed, there is no external pressure to speak. They speak to each other as they are really interested in the topic such as the conversation in the library, their home, a cafeteria, a shop and also sharing knowledge informally. So the term casual conversation does not refer to formal situation of conversation such as in seminar, formal debates, interview, and lectures.

Furthermore, Slade states that topics in the casual conversation may be more varied. The speakers have more freedom to speak or deliver their message. In this condition, the speakers' speech will be more natural. They will speak in accordance to their interest. The chosen topic will also be familiar to them. Meanwhile, Ventola (1979: 268) considers that the subject matter of casual conversation functions as a means of establishing and maintaining social relationship. Thus, the casual conversation is always proposed for strengthening social relationship.

According to Halliday (in Ventola, 1979:270) the functional point of view of the casual conversations is that language is used to express social and personal relations. The detail explanation are as the followings:

1. Language is used to express social and personal relation. It means our willing, purpose, and identity can be expressed through our speech.
2. Casual conversation must also have texture. It means it must have properties of being text and being functional in the environment of casual encounters.
3. Casual conversation also provides cognitive and functional information. It means it expresses the ideational macrofunction of language as well.

According to Hassan (in Ventola:1979 : 282) casual conversation can be considered as an independent register, if the speakers give values to the following register variables such as subject matter, situation type, participant roles, mode and medium of discourse in order to give 'an abstract of schema' of the concrete representation in our speech.

In the writer's review the gambits may be often found in spoken discourse, mainly in the casual conversation, since the conversation flows naturally and informally.

2.2. The Structural Element of Casual Conversation

In general the most structural elements of casual conversation are almost the same, Ventola suggests that the elements of the casual conversations are greeting,

addressee, identification, direct approach, centering, leave taking, good bye (1979 : 330). The detailed explanation are as the followings:

1. Greeting (G)

Most conversations are initiated by greeting which can be merely functioned as opening move of certain conversation. It also signifies the recognition of a former relationship between the speakers.

Examples: Hello, how are you?

Hello, good morning!

Hi, good morning !

2. Adresse (Ad)

It is an indication of what kind of role relationship is in the question. The type of address indicates the social distance between the participants. It means when the interactants call the first name, it means they may be close friends.

E.g : Hi, Johny!

3. Identification (I)

In this element the interactants introduce themselves to provide the basis for further relationship. The element occurs when the speakers are strangers.

e.g. My name is Sekar Anggita Cahyani

My name is Delon.

4. Approach (Ap)

Approach in a conversation is usually proposed to create comfortable relationship between others. There are two types of approach: direct and indirect approach. This element is also called as the bridge to conversation.

e.g. Are you free today?

5. Centering (C)

The conversation in this element at least contains one topic which is developed from the former element, furthermore centering is realized by cognitive and informative topics.

e.g. I need more books about discourse. Will you help me?

6. Leave taking (Lt)

It constitutes the interactant's need to end the topic, as she has no more topic or information to be discussed.

e.g : anyway, it's time for me to join the class.

Thanks. It's nice to meet you.

7. Good Bye (G)

Leave taking is usually preceding the good bye.

e.g. Bye bye

In short the chain of the Structural Elements of Casual Conversation are as cited from Ventola's (1979:332)

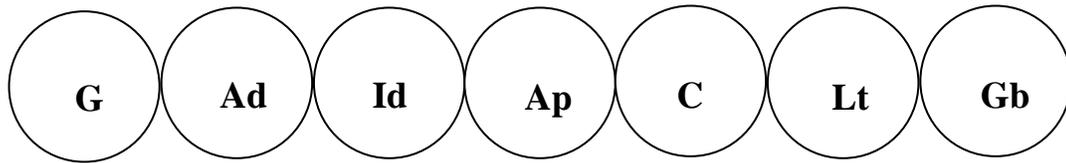


Fig 1 : Casual Conversation Chain

Based on the purpose and structure potential of the casual conversation, then Malinowski states that there are two types of casual conversation : minimal and non minimal casual conversation (1979: 278) . The explanations are as follows:

- 1 Minimal casual conversations are only form of phatic communion and have the function of establishing and maintaining social relationship between the interactants. For example: two speakers exchange greeting and then depart.
- 2 Non minimal casual conversations may occur when the primary focus of attention is the exchange of information to an extent where a great degree of involvement is established in the various components of the information being exchanged.

2.3. Gambits in Conversation

Communication is conveying a message and it should be carried out naturally since most speakers have limited time to prepare the message in mind . When people make a conversation, there are a lot of information need to be communicated. In this situation, some markers are needed so that people easily correlate one idea to another. The use of discourse marker also makes the listeners easily understand the information being spoken. According to Fraser (1990:397) discourse markers are

some expressions that give signal sequential relationship between the current message and the previous discourse. The examples are so, however, then, however etc. Thus gambits are part of the discourse marker, but gambits are more specific.

As stated above when two people communicate, they are negotiating meaning. Although, there are only few seconds to formulate the conversation, there is a strategy that needs to be applied to produce such a natural conversation. In fact, it is not always easy to begin the conversation. A type of 'to the point' speech is not always appropriate and people may consider that the speaker is not polite. On the other hand, too complex introductory preceding the main topic wastes of the time and it is not efficient as well as the purpose of the speech can not be achieved efficiently. (Keller, 1988: 4)

Naturalness in English conversation is important, the use of gambits in conversation reflects the speakers' naturalness. Although Indonesia is not an English speaking country, the naturalness in speaking English is also important. Basically, gambits are not a new topic in discourse since Edmondson/House had introduced it in 1981.

Obviously, gambits are expressions that usually precede the speech. Definitely the forms of gambit are short words or single words, phrases and clauses. In general, gambit functions as an introduction to certain topics, therefore the listener becomes ready to listen to the information. By applying gambit in speech, the conversation being made sounds natural. (Keller, 1988: 4)

In this unit, the writer would like to review gambits as stated by both Edmondson/House and Keller since those gambits complete each other. Although House had formulated the gambits first, Keller's gambits are more detail.

As stated by Edmondson/House (1981: 69) gambits are no move in an interactional structure because they do not carry the conversation forward to an outcome. So gambit differs from utterances. Furthermore, he classifies gambits into :

1. Uptakers

According to House the first category of gambit is called as uptaker which functions as acknowledgement of the preceding utterance made by the interlocutor and prefaces a speaker's move. (1981: 101) . It is used to show our understanding or our agreement to the other person's statement.

The examples are : "hmm", "uhum", "aha", "I see", "right", "okay", "OK".

2. Clarifier

The second category of gambits according to House is called as clarifier. These gambits are different from the former type. They do not refer to the previous utterance, but they refer to the utterance that is being spoken now.

Gambits as clarifier have two subcategories : cajoler and underscorer.

The first sub category is cajoler. A cajoler is used to establish or even restore harmony between the conversation partners. Furthermore its function is to make a communicative act become more appropriate to the hearer, it also appeals for agreement or cooperation. In addition to this, cajoler also has "fumbling

function” for the speaker because he suspects that what he/she is about to say might not be welcome to the hearer.

In addition to this, Edmonson/House(1981: 103) states cajolers are the most frequently used gambits in English. “ I mean” and “ you know” are the most common token. This high frequency use of these gambit is to demonstrate their function to fill the conversational gap.

The other cajolers are : “you see”, “really”, “actually”, ”in fact”, “to be quite honest”. Those gambits may occur in the pre, mid, and post position of the utterance, for examples:

Well, you see, she has finished her proposal a month ago.

I have informed this good news, you see.

Several cajolers may also occur at the same sentence, for instance :

Well, you see, Anggi, in fact I have no money, but I have to pay your new books , you see.

The second sub-category of cajoler is underscorer. It serves to get the hearers’ attention to particular point which the speaker is making or it is proposed to emphasize thing and it often occurs in the argumentative discourse. The followings are the examples of underscorer :

“ this is the point

“the basic problem is this

“what I’m really getting is

3. Appealer

This third category of gambit which was stated by Edmonson/House is called as appealer (1981:106). It is used to elicit a reaction to what has just been said by the speaker. The hearer is expected to react with an uptaker. Usually the speakers seek to elicit agreement to what has been said, therefore appealers are more similar to a request for confirmation.

Appealer is usually realized by tag question such as isn't it, tag on imperative like "will you" and also by token "okay", "all right", "remember", "don't you agree" etc.

The other gambits as suggested by Edmonson/House that are often used in communication are "well" and "now". These expressions that usually appear at the beginning of the speakers' turn at talk are called as the starter. (1981: 79)

In order to complete the above categories and practical use of gambit, the writer would like to refer to the other type of gambits, as stated by Erick Keller. According to Keller, gambits are ritualized, idiomatic expressions which are used to establish, maintain and end a conversation. Furthermore, he finds the other types of gambits and he classifies gambits into three categories: opening, linking and responding gambit (1988: 4) as the following :

1. Opening gambits

This type of gambit is used to introduce ideas to the conversation or even during the conversation. The examples are : "first of all", "in

my view”, “excuse me for interrupting”, “I like to know”, “to begin with”.

2. Linking gambit

This type of gambits are used to make the listeners become more prepared to the speakers next opinion, argument or view.

The examples of linking gambits are :”in the situation like this”, “but the question is”, “in addition”, “for this reason “, “because of that”.

3. Responding gambit.

These gambits are used to give respond to the other speaker.

The examples of the responding gambits are :”that’s correct “, “I agree”, “So do I”, “I agree with you but...”, “I’m really not sure”.

Based on the above explanations, the complete gambit expressions can be seen in appendixes.

There are a lot of gambits expression needed in people’s conversation, those gambits are really important for conversation. Gambits as suggested by Keller are more complete than those gambits as suggested by Edmondson/House. Most expressions used and needed in our conversation can be found among Keller’s gambits. In the writer’s review, Edmondson/Houses’s gambits are few in numbers but they are more practical than the Keller’s gambits. But sometimes people need the practical gambits such as “well”, “OK”, “Okay” as suggested by Edmonson / House.

The writer in this analysis would like to use more gambits as suggested by Keller and some expressions as suggested by Edmonson/ House.

As has been stated above that the use of gambit in conversation reflects naturalness, in addition to this the use of gambits should be applied in an appropriate intonation. Basically, the intonation, according to Ramelan, is a melody of speech. In detail, intonation is the going up and down of pitch over different syllables in an utterance. (1999:32) The speakers should not ignore the intonation so that the spoken utterances which is preceded or ended by gambit will be more meaningful to other people. Furthermore Ramelan states (1999:33) that the intonation contours of clause in normal speaking can be grouped into : rising, falling and sustained. The gambit expression “ok” has different meaning when it is spoken in different intonation.

1. “Okay” which is spoken in falling intonation means agree to the other speaker’s opinion or idea.
2. “Okay “ which is stated in rising intonation means asking for agreement.
3. “ Okay” which is stated in sustained intonation means accepting

2.4. Functions of Gambits :

In general, gambits function as introducer to certain topics, more specifically the functions of gambits can stated as follows (Keller, 1988: 220)

1. Semantic introducer

As semantic introducer, gambits indicate the general frame of the topic which is about to be broached in the conversation. In detail, a topic can for instance be framed in terms of a personal opinion. For examples: “many people think” , “ in my opinion”, “the real question is”, “it’s my opinion”. etc.

2. Signaling the participants' social context in conversation

Gambits signal the participants' context. Obviously, gambits can be used to signal a wish to end the conversation. Gambits may also signal a person's state of consciousness. The listener, for example, may say :

“Yes?” or “ Yes, I'm listening!” and the function is to indicate his readiness to listen to the following information.

3. Communication control

The function of gambit as a communication control may be indicated by saying : “you know”, or “ you see”. It is used to find out whether the interactant understand statement being spoken.

4. Purpose of assuring

Gambits may also be functioned to assure the listener. This can be done by saying: “are you with me?” or even saying : “ is it clear?”. This is important in conversation since the speaker will really know that the listener really understands the information that he has just stated.

4. Filler or Avoiding Speech Pause

Conversation is always spontaneous, people in this activity try to speak fluently and give information clearly, on the other hand when they have forgotten their idea they need to apply gambit as filler or to avoid pause in their conversation. The examples: “well”, “umm” etc.

5. Hearer Supportive Devices

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

6. Discourse Lubricant

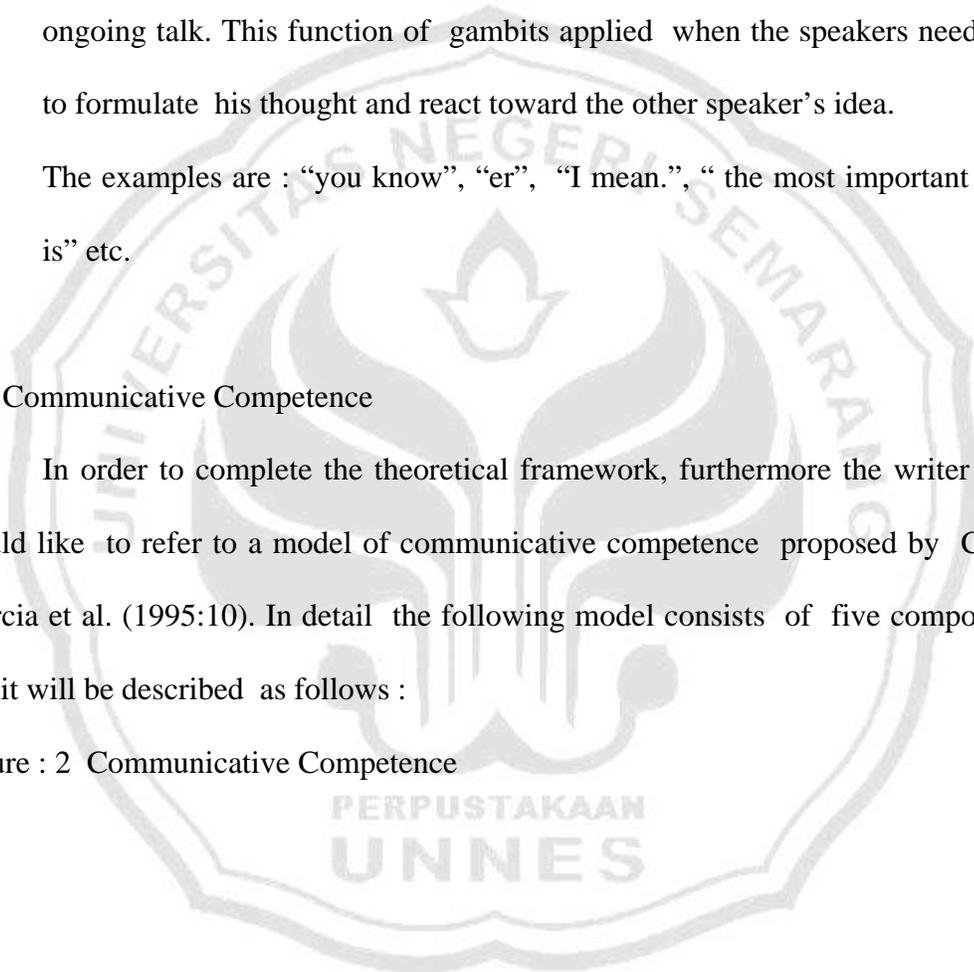
This means that the speaker may use gambits to maintain smooth flow of an ongoing talk. This function of gambits applied when the speakers need time to formulate his thought and react toward the other speaker’s idea.

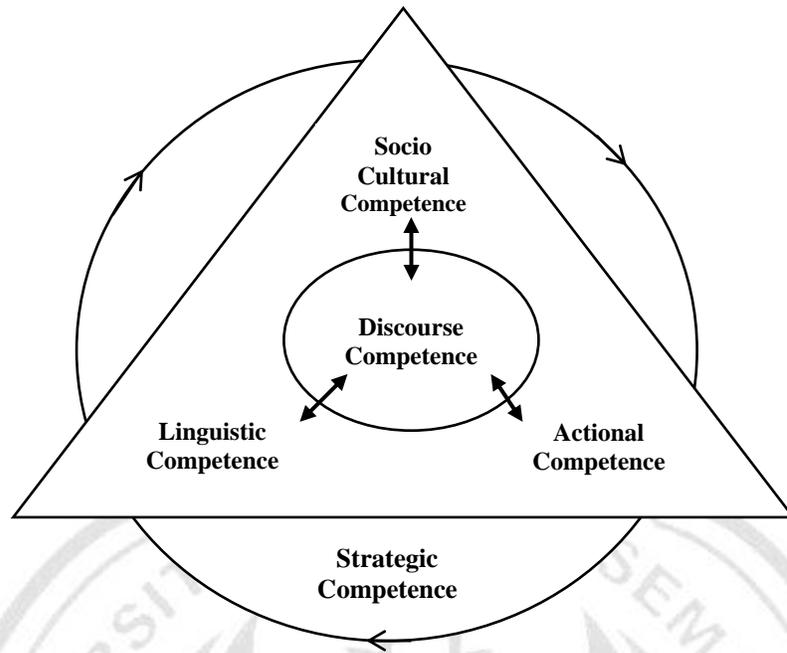
The examples are : “you know”, “er”, “I mean.”, “ the most important thing is” etc.

2.5. Communicative Competence

In order to complete the theoretical framework, furthermore the writer also would like to refer to a model of communicative competence proposed by Celce-Murcia et al. (1995:10). In detail the following model consists of five components and it will be described as follows :

Figure : 2 Communicative Competence





a. Discourse Competence

Discourse competence concerns with the mastery of how to combine grammatical forms covering the selection, sequencing, arrangement of words, structure, sentences and utterances to achieve a unified spoken or written text. In addition to this, this competence covers some sub areas : cohesion, deixis, coherence, generic structure and conversational structure.

b. Linguistic competence

The second competence that refers to the mastery of the language code (verbal or non-verbal) covers the feature and rules of language such as vocabulary, word formation, pronunciation, spelling and Semantics. Furthermore Syntax, Morphology, lexicon, Phonology and Orthography are also included in this competence.

c. Actional competence

This competence is known as the competence in conveying and understanding communicative intent, definitely, matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry speech acts and speech acts sets. Furthermore, the knowledge of language functions to perform interpersonal exchange, information, opinions, feeling, situation, problems, future scenarios, and knowledge of speech act sets are also the other components of this competence.

d. Sociocultural competence

Briefly, the sociocultural competence is described as the speaker's knowledge of how to express messages appropriately with the complex social and cultural context of communication. In detail this competence has some components which are called as factors involving social contextual, stylistic appropriateness, cultural, and non-verbal communication factors.

e. Strategic competence

The last competence is called as strategic competence which refers to the knowledge of strategies and how to apply them. This strategic competence consists of the mastery of both verbal and non verbal communication strategies required if the process of communication breakdowns occur because of the limited condition in actual communication or because of lack of competence in the areas of communicative competence.

When a speaker communicates his idea to other people, he really requires the above competences, at least he should have discourse and linguistic competences which enable him to combine grammatical forms covering the selection, sequencing, and arrangement of words, structure, sentences that are understood by the addressee. Moreover, when he wants to use gambits in his sentences, the above competences are absolutely required.

2.6. Speech Function in Casual Conversation

When people communicate and interact, they usually make dialogue and at the semantic level they can find that there are rich and varied speech functions in their utterance such as informing, asserting, claiming, rejecting, denying, commanding, insisting, requesting, suggesting. These semantic features are realized by the grammatical system of mood, whose categories include indicative and imperative.

If people make dialogue, it means it is a process of exchange involving two variables: speech role and speech function in an exchange and the commodities are being exchanged. Furthermore, the basic types of speech role are giving and demanding either goods or service. People call it as a proposition for the information being exchanged but a proposal is the name for goods and service being exchanged. (Halliday: 1994: 68)

Furthermore Halliday (in Eggin & Slade, 1997: 180) points out that when people use language to interact, one of the things they are doing is establishing relationship : between the person who is speaking now and next.

The above variables of exchange commodity and role, then define the four basic moves of speech functions : offering, commanding, statement and questioning which can be summarized below:

Speech role and commodities in interaction

Speech role	Commodity	Exchange
	Information	Goods and services
Giving	Statement	Offer
Demanding	Question	Command

Source: Halliday in Eggin & Slade, 1997, 181

Basically, the most fundamental basic roles, which lie behind all the more specific types that we may eventually be able to recognize are : (i) giving and (ii) demanding. Either the speaker is demanding little information or demanding something from the listener. (Halliday: 1984: 68)

Then when these two variables are taken together it will define the four primary speech functions namely : offer, command, statement, and questions. The initiating speech function found in the move of conversation will be responded and it can be summarized as the following speech function pairs:

Speech Function Pairs

Initiating Speech Function	Responding speech	function
	Supporting	Confronting
Offer	Acceptance	Rejection
Command	Compliance	Refusal
Statement	Acknowledgment	Contradiction
Question	Answer	Disclaimer

Source : Halliday in Eggin & Slade, 1997,183

As stated by Halliday in Eggin & Slade (1997:183) that by adding speech function to our account, it enables us to clarify the relationship between social context and language as each speech function is associated with typical mood structure. It is as summarized in the following table :

Speech functions and typical mood in clause.

Speech Function	Typical Mood in Clause
Statement	Declarative
Question	Interrogative
Command	Imperative
Offer	Modulated interrogative
Answer	Elliptical declarative
Acknowledgement	Minor (or non verbal)
Accept	Minor (or non verbal)
Compliance	Minor (or non verbal)

Source : Halliday in Eggin & Slade , 1997, 183

The gambits used by the students in their casual conversation will determine the speech function of their messages during the process of communication..

2.7. Interpersonal Meaning

As stated above that gambits in conversation also carry the interpersonal meaning. It is the most difficult meaning to be achieved. The interpersonal meanings are realized in the lexicogrammar through selections from the system of mood.

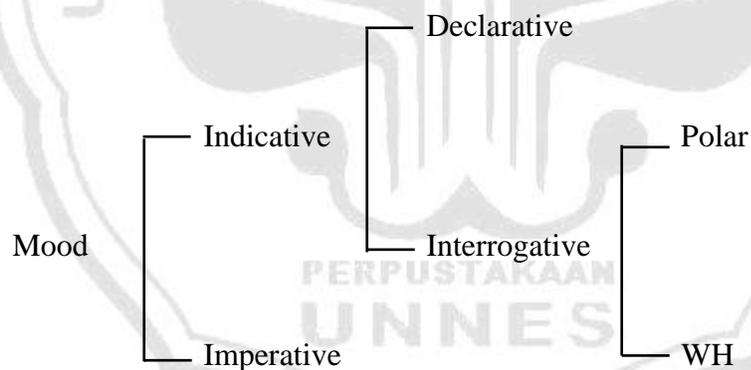
(Gerrot & Wignell : 1994: 22) The interpersonal meaning applied in this research will be on the mood type.

Furthermore Wignel and Gerot (1994: 25) state that mood element is realized by the position in the clause of subject + finite. Furthermore they state that the subject is realized by a nominal group and the finite element is part of the verbal group.

Based on the subject + finite of each sentence or clause , the mood of each clause can be identified and they can be classified into : declarative, interrogative and informative. In addition, the interpersonal meaning is also determined by intonation.

Definitely, Wignel and Gerot (1994) devide the mood into the followings

Figure 3 :



It is obvious that, the above mood type shows how the subject and finite are used and realized in the clause because the clause functions as the representation of these mood types. The explanations for each mood types are as follows :

1. indicative mood is realized by the feature subject- finite. The order of the subject and finite realizes declarative and interrogative.

a. declarative : e.g. John buys some new books.

b. Interrogative is classified by two elements :

1. Polar (Yes/No Question)

e.g. May I leave the class earlier?

2. Wh -questions

e.g. Who taught English at the first time?

2. imperative , e.g. Close your book !

There are some components that can make meaning in conversation. The first is modality, it plays certain role in making meaning. According to Halliday, modality refers to the area of meaning that lies between yes and no – the intermediate ground between positive and negative polarity. It represents the degrees of inclination, obligation, probability and usuality. Furthermore, Halliday (1994:356) categorizes modality into modalization and modulation. Modalization is a way of tempering the categorical nature of the information we exchange. Meanwhile modulation is a way of tempering the directness with which we seek to act upon each other. Modalization tempers of the message with reference to degree of frequency or probability, while modulation is the qualification of the message with reference of obligation, inclination and probability.

The other components that play in making meaning is polarity. It is closely related to the words Yes and No. In term of polarity, the component of clause is said to be asserted or negated.

Basically, the emphasis of the interpersonal meaning is the mood. Futhermore, the mood itself is related to modality and polarity. Modality is divided into : modalization and modulation. Modalization is a way of tempering the categorical nature of the information we exchange. Meanwhile modulation is a way of tempering the directness with which we seek to act upon each other. In this study, modals are often used by the students casual conversations, mainly in their gambit such as asking for information, checking the addressee etc. The gambits used by the students in the conversation will be analyzed regarding its mood.

Example : “ Actually, I like teaching Reading to students ” Said Mr. Joko to his friends.

If the above clause is written without gambit, the interpersonal meaning is positive. But when the gambit : “actually” is preceded the clause, the interpersonal meaning or the mood of the above sentence is negative. The above sentence means the speaker is given a task to teach another subject such as writing, not reading.

a. Opening move

According to Eggin & Slade, opening move functions to initiate talk around a proposition. Because they involve a speaker in proposing terms for the interaction, they are generally assertive moves to make, indicating a claim to a degree of control over the interaction. The following speech function are usually founded in this type of move.

Speech Function labels for Opening moves (Egging: 194)

Speech Functions	Discourse Purpose	Congurent Mood	Example
Attending	Attention seeking	Minor : Formulaic	Hey, Dany !
Offer	Give goods and service	Modulated interrogative	Would you like some more wine?
Command	Demand good and service	Imperative	Read !
Statement : fact	Give factual information	Full declarative: no	You meet his sister
Statement : opinion	Give attitudinal/evaluative Information	Full declarative	This conversation needs Allenby
Question: open;fact	Demand factual information	Wh-interrogative no modality; no appraisal	What's Alleby doing these days?
Question: closed : fact	Demand confirmation/agreement with factual information	Polar interrogative, no modality, no appraisal	Do we need Allenby in this conversation?
Question : open : opinion	Demand opinion information	Wh-interrogative modality/appraisal	What do we need here?
Question : closed : opinion	Demand agreement	Polar interrogative modality/appraisal	Do we need Alleby in this conversation?

Speech Function and Responses : (Halliday : 1984: 69)

	Initiation	Expected responses	Discretionary alternative
Give good service	Offer	Acceptance	rejection
Demand good service	Command	Undertaking	refusal

Give information	statement	Acknowledgement	Disclaimer
Demand good service	Question	Answer	

Table : Speech roles and commodities in interaction.

Halliday suggests that a dialogue is a process of exchange, involving two variables:

1. A commodity to be exchange: either information or goods and service.
2. role associated with exchange relations : either giving or demanding.

The above statement can be summarized in the table below:

b. Sustaining Move :

As stated by Eggin and Slade (1997) that sustaining moves keep negotiating the same proposition and the sustaining talk may be achieved either by the speaker who has just been talking and the following speech function will be represented in this step.

Summary of continuing speech function.

Speech Function	Discourse Purpose	Congruent Mood	Example
Continue monitor	Check that audience is still engaged	Elliptical major clause or minor clause with interrogative	You know/ Right?
Prolong elaborate	Clarify, exemplify or restate	Full declarative, Linked (or linkable)	He gets banned from everywhere because of his antisocial or drunken behaviour
Prolong extend	Offer additional or contrasting information.	Full declarative linked (or linkable by, and, but except, on the other hand.	Except that she sacked these guys, except Roman.
Prolong enhance	Qualify previous move by giving details of time, place, cause, condition etc.	Full declarative, linked (or linkable) by, then, so because.	We're too messy for him.

Append elaborate	: Clarify, exemplify or restate previous move after intervention by another speaker.	Elaborating nominal group	Jill
Append extend	: Offer additional or contrasting information to previous move after intervention by another speaker.	Extending nominal group	Or desalin==ation.
Append: enhance	: Qualify previous move after intervention by another speaker	Enhancing prepositional/adverbial phrase.	Just making sure. You miss the boat.

Summary of sustaining responding speech function

Speech Function	Discourse Purpose	Congruent Mood	Example
Engange	Show willingness to interact by responding to salutation, etc	Minor : typically 'yea' or matched response	Hi-hi, Nich?
Register	Display attention to the speaker	Repetition of speakers' word(s) Paralinguistic expression such as Mmm, Uh, huh: ritual exclamation, minor clause.	Oh, Oh ,the cleaning lady.
Comply	to carry out demand for goods and service.	Non verbal, expressions of understanding	Can you pass me the salt, please?
accept	To carry out demand for goods and service.	Non verbal expression of thanking.	Have another? Thanks
agree	To indicate support of information given.	Yes, positive polarity.	She's extremely==bright
acknowledge	To indicate support of information given	Expression of knowing	Oh yea.
answer	To provide information	Complete	Where's Allenby?

	demanded	missing structural element	<i>In London</i>
affirm	To provide positive response to question	Yes, positive polarity.	Have you heard from him lately? <i>Yes, I have /only yesterday</i>
disagree	To provide negative Response to question.	Negation of proposition	Is he in London? <i>No,</i>
Non-comply	To indicate inability to comply with prior command	Non-verbal. Non expression of understanding: Negation of verbal command	Could you pass me the salt, please? Sorry/can't reach/got my hand full.
withhold	To indicate inability to provide demanded information.	Negative elliptical declarative.	When is he due back? I've no idea.
disavow	To deny acknowledgement of information	Expression of disclaiming knowledge.	Did he?
contradict	To negate prior information	No, switched polarity	We don't want We don't need Allenby

Summary of sustaining rejoinder speech function

Speech Function	Discourse Purpose	Congruent Mood	Example
check	To elicit repetition of a misheard element or move	Elliptical polar interrogative	Straight into what ?
confirm	To verify information heard	Elliptical wh-interrogative, wh/element from prior move.	Did he?
Clarify	To get additional information needed to understand prior move	Elliptical interrogative wh/new element from prior move	What he rang Denning Road, did he?
probe	To volunteer further details/implications for confirmation.	Full clause, new subject, etc. but in logico semantic relation with the moves it's tracking or tagged declarative.	Because Roman lives Denning Road, also?

resolve	To provide clarification, acquiesce with information.	Elliptical declarative; Mood adjunct of polarity or modality.	Yep!
detach	To terminate interaction	Silence, expression of termination.	So stick that.
rebound	To question relevance, legitimate, veracity of prior move.	Wh-interrogative, elliptical.	When was the last time you put out the garbage?
counter	To dismiss addressee's right to his/her position.	Non-elliptical declarative, negation of understanding/rightness.	.
Refute			No- no I always put out garbage.
Re-challenge	To offer alternative position	Elliptical interrogative	Well, he rang Roman. –he rang two weeks ago.

UNIT 3

RESEARCH METHODS.

OUTLINE OF UNIT 3 :

a. Subject of the study : English & non English department.

b. Data Collection :

recording : how many types for each pair.

How many minutes for each pair.

Is free topic?

c. Instrument :

tape : check & recheck
preparation.

d. Data Analysis :

transcribing

analysis → mood.

Ex : English Department & Non English Department.

A. Method of Collecting Data :

Basically this research is included as a field research, since the researcher has to find the primary data in certain field or area. Due to the fact that the English speech community is rarely found in Semarang, the writer decides to use the English conversation occurs in college of Stikubank University mainly among the students of English and Economics faculty. The conversation may happen in the English conversation club or outside the class.

As the research is conducted outside the formal classroom, the researcher do not need to apply for admit to the lecturer and the topics found, may be varied. This research, therefore, is not a library research.

The subject of this research is the semester students of both English Department and Non English - Department in Stikubank University. The Non - English Department students is, particularly, limited on the Economics Faculty. The writer would like to observe six students from English department and six students of the non English department students, while they are speaking in conversation.

The data are gathered through observation. Thus, the researcher first observes the subjects of this research before conducting a research in order to find the students' habit and condition of this activity. The researcher, then decide to ask someone to record -the spoken discourse as her data – from the subject of this research. Thus, the researcher needs as assistant to record the data. The purpose of this step is to make the spoken discourse spoken by the students become more natural. Hopefully, it can be conducted without the researcher interference. Thus, the data can be separated from the researcher. The observation is done by recording their conversation outside the teaching and learning process. In other words, the observation is done toward their casual conversation. Based on the way the researcher collects the data, then, this research is considered to be an observatory research. Therefore, the method of collecting the primary data is done by recording the students' casual conversation. In order to achieve the accurate data, the researcher

needs an assistant who will help in gathering the data, especially in taping or recording the data.

B. Methods of Data Analysis.

The researcher's assistant in this study has to listen to the students' conversation and record the data. The recorded form is then transcribed into the written form. Then the transcription form of the data is considered as the primary data. Furthermore the primary data are then analyzed qualitatively.

As the characters of this research are all included in the qualitative research, then the research would like to refer a definition of qualitative research as follows: qualitative research is collecting, analyzing and interpreting data by observing what people do and say. (1998:6)

The data which is in form of transcription from the students' conversation do not relate with the statistical figure. The researcher manipulates based on the qualitative analysis. The unit of analysis : gambits.

The data analysis of this research consists of the following activities :

1. Identifying.

After the data are in form of transcription, then I would like to identify the gambit, which are considered to be the unit analysis of this research. The process of identification was done by giving italic and bold to the gambits of the conversations. So the words in bold and italic are always gambits.

Example : ***The most important thing***, you have to submit your task in time.

2. Classifying.

The following activity is classifying those gambits based on the type of Gambits as has been explained in the review of literature.

3. Comparing.

After the researcher classified the gambits, then she has to compare the gambits used by both the English Department and Non- English Department students. This activity is proposed to find out the similarity from those gambits used by the subject of this research.

4. Contrasting

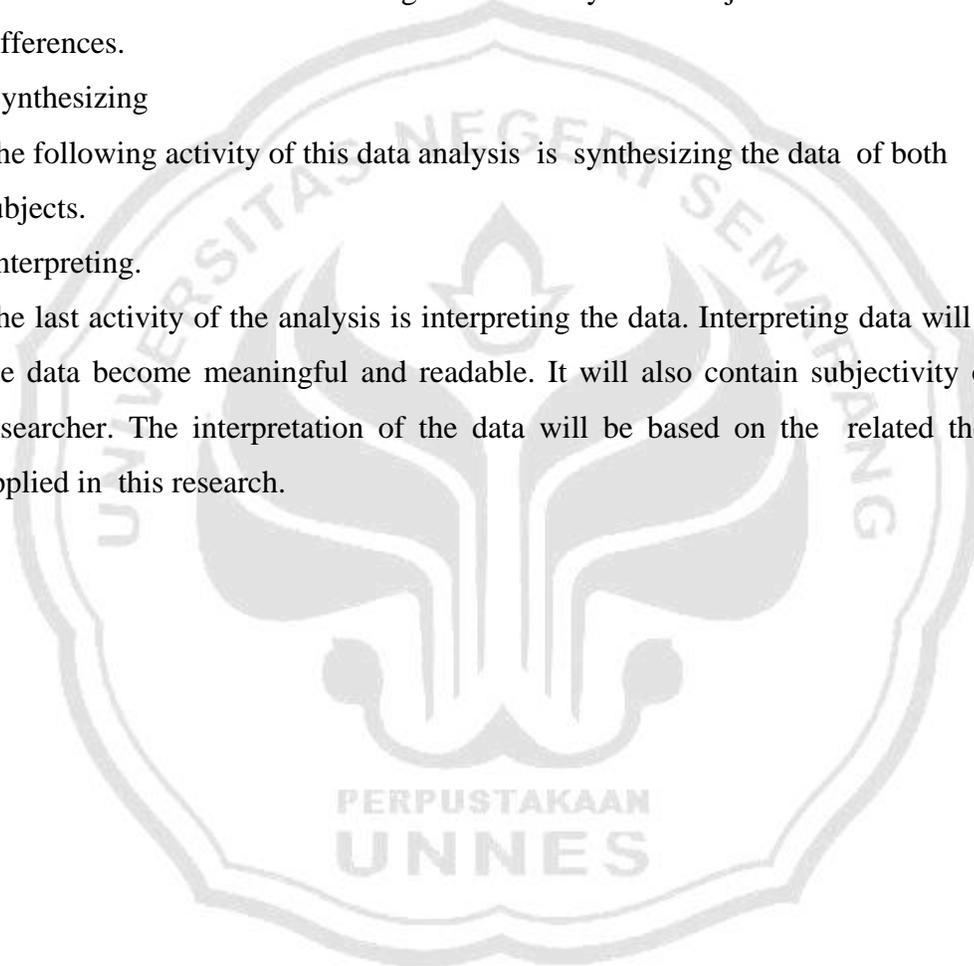
As the subject of this research has different background of the discipline, the researcher needs to contrast the gambit used by both subjects in order to find the differences.

5. Synthesizing

The following activity of this data analysis is synthesizing the data of both subjects.

6. Interpreting.

The last activity of the analysis is interpreting the data. Interpreting data will make the data become meaningful and readable. It will also contain subjectivity of the researcher. The interpretation of the data will be based on the related theories applied in this research.



FINDING & ANALYSIS

JADUAL ANGGITA
KELAS : II B
SDN 01 MuktiHarjo Kidul, Tlogosari

No.	SENIN	SELASA	RABU
1	B Indonesia	B Indonesia	Matematika
2	Agama	PKPS	B Jawa
3	Matematika	Matematika	IPA
No.	KAMIS	JUMAT	SABTU
1	B Indonesia	Matematika	Penjaskes
2	Matematika	B. Indonesia	B. Indonesia
3	KTK		B. Inggris

NOTE :

1. Sabtu masuk jam : 8 pagi ; olahraga
2. Kamis : minggu ke, renang.

CHAPTER 3

RESEARCH DESIGN

This unit discusses the procedure, methods of research conducted by the researcher as well as the methods of data analysis for this study.

Before discussing further about this unit, the writer refers to a definition of research, as stated by Nunnan a research is a systematic process of inquiry consisting of three elements or components, they are 1) a question, problems, or hypothesis, 2) data, 3) analysis and interpretation of data. (1992: 3).

The research that the writer carried out is classified into a qualitative research, so she needs to treat the data in relevance to the qualitative procedure. The method that she used in this study is a qualitative method which is stated by Bodgen and Taylor that qualitative method is defined as the research which leads to the production of descriptive – data in the form of sentences or behavior observed.

(Bodgen and Taylor in Aminuddin, 1990: 14)

3.1. Subject of the Study.

In this study, she used the subject or the students from different faculties : six students were from Faculty of Language and Culture and six students were from Faculty of Economics of Stikubank University, Semarang. Hence, those twelve students were all in the fourth semester in their faculty. The detail identity of them are as the following.

a. Students from Faculty of Language and Culture :

1. Student 1 (I-1)

She was 22 years old and active in English conversation clubs and other college organizations in Stikubank University. She is a communicative, interesting and always serious in her study.

2. Student 2 (I-2)

She was 22 years old and sometimes she was active in English conversation in her faculty. She is a diligent and mature student.

3. Student 3 (I-3)

This serious male student was almost 22 years old. He is active in some college organizations. He is good in his speaking ability and always practices his speaking skill with his close friends.

4. Student 4 (I-4)

This Chinese student was almost 22 years old. She is talkative and very good in her speaking skill. She looks calm but had serious idea when she discussed certain topic.

5. Student 5 (I-5)

She was 20 years old and was known as a calm female student. She is very active in English conversation club and very good in her English skill.

6. Student 6 (I-6)

She was also 20 years old and very active in English conversation club. Although she is also calm, she likes practicing her speaking skill.

b. The followings students were students from Economics Faculty :

1. Student 7 (I-7)

She was also a diligent student but she is not a serious student. She likes to practice her speaking skill very much and of course she was excellent in her speaking skill.

2. Student 8 (I-8)

This male student is unique for his performance. He looks naughty but in fact he is calm and diligent. In addition to this, he also likes English very much. He tries to improve his speaking skill by joining in ECC in his college. He was 20 years old .

3. Student 9 (I-9)

She looked older and more mature than her friends, in fact she was considered to be a senior in her class. She was 23 years old. She was also a serious student and discipline in everything. She also liked to practice her speaking skill.

4. Student 10 (I-10).

He looked young among his friends in his class, but he has a good responsibility and join to some college organizations too. He is interested in English very much and tries to practice his speaking skill with his partner in his free time.

5. Student 11 (I- 11)

This student who is very active and talkative female student is very good in her English speaking skill. She likes practicing this skill with her best friend. She was 20 years old.

6. Student 12 (I-12)

This calm female student is diligent and likes to practice speaking English in her spare time with her best friend. She was almost 20 years old and was also good in other subjects. She looks serious in her study.

3.2. Time for Collecting The Data

It took three months to collect the data since the writer had to arrange the best time to record the data. She asked one of her students namely student 13 from English Department to record the data since this research is proposed to find out the natural conversations among the students. So, her absence in the process of recording data was aimed to make them speak as natural as possible.

As this study is proposed to find out the uses of gambits by the students, therefore the writer's assistant needed to find out the natural conversation among the students. These natural conversations might be found in the English conversation club in both faculties and other situations. She started to collect data on 12th March – 24th June, 2005. The periods in collecting the data are as follows:

1. Group 1 : Economics Faculty on March 14th, 2005.
2. Group 2 : Economics Faculty on March 24th, 2005.
3. Group 3 : Economics Faculty on April 4th, 2005.

4. Group 1 : Language and Culture Faculty on May 18th , 2005
5. Group 2 : Language and Culture Faculty on May 25th , 2005
6. Group 3 : Language and Culture Faculty on June 24th , 2005

Based on their time to attend the lecture, actually there are two types of students in Stikubank University, they are the students in morning class and the evening class. However, the writer used the students from the morning class only as the subject of this research. She did this way, since the students from the evening class had limited time in the college. They also seldom join to some college organizations such as English conversation club.

That was the reason why the writer's assistant found it was difficult to take the data from the evening class for then the writer decided by telling her assistant not to take the data from the evening class.

4.3.Method of Gathering Data

Recording

In this activity, the writer told one student to assist her in collecting the data. The data were taken when the students attended to the English conversation club, or when they were in the library, in the cafeteria or even they waited for a lesson. So the students' conversations were recorded by her assistant on a small tape recorder. The purpose of this method was to make the students speak freely, free from the writer's interference and she can find the conversations as natural as possible. The assistant needed three months to collect the data. She collected the data every Wednesday and Friday from 03.00 – to 05.00 pm for the English Department students and on

Monday and Thursday morning- as the schedule for the students from Economics Faculty.

3.4. Methods of Data Analysis

After the data had been transcribed, the writer needed to analyze them according to the procedure that she had stated in the research design. The unit analysis of this study is gambit. The detail method of data analysis are stated below:

a. Transcribing

After the data had been collected, the writer transcribed the raw data which were then considered to be a primary data. As the students made a dialogue or conversation with their partner, therefore there are six groups of transcription from those conversations.

Examples:

R : Hi Titis what are doing here?

T : Well ... I Just reading the newspaper. Killing the time.

R: Anyway... Do you have class after this ?

T: Sure, I have an English class. By the way ...And what are you doing here?

The detail transcription are written in appendix 2.

b. Identification

The transcription of students' conversations consists of turns and moves of the students' sentences. From the moves then, the writer identifies the gambits by writing the gambits into bold and italic forms. This step will easily differentiate gambits from the other utterances.

Examples : ***First of all***, I would like to explain the background of the study.

Anyway, she can't accompany you to the wedding party tonight!

Actually, discussing the community college in this city is an interesting topic.

c. Description

After the writer had identified the data, she described the use of gambits in the students' conversation individually. In this step, she need to describe their usages and the purposes in using gambits. Then she summarizes the description of using gambits into group by group description.

d. Comparison

In line with the title of this thesis, the writer makes comparison towards the gambits used by the English department students and non English department students. In this comparison, she finds out the frequency of using gambits and the type of gambits used in their conversation. In this activity, she also applies simple quantitative procedure or simple counting to find out the frequency on using gambits.

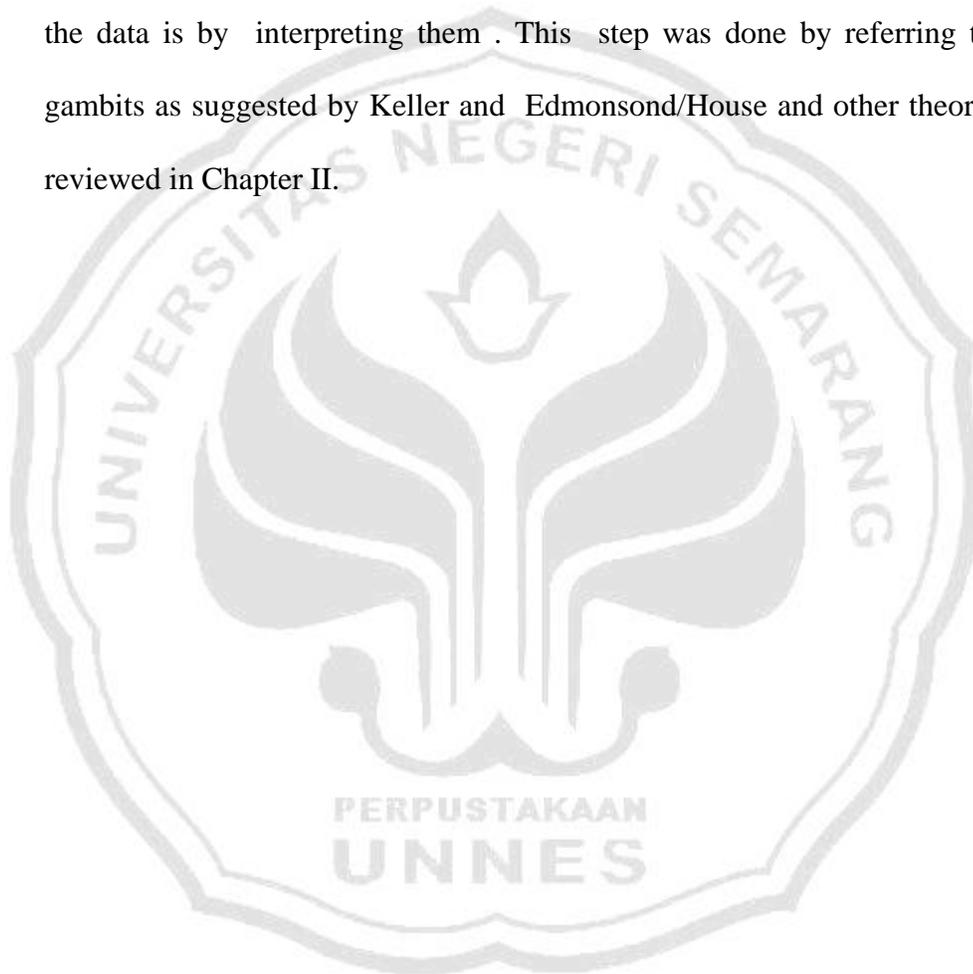
e. Contrasting

Based on the data that the writer had collected and compared, later she had to contrast those data in order to find the similarities and differences between the gambits used by the English department and non English department students in terms of the frequency, the type of gambits and the purposes of using those gambits.

To simplify the analysis, the writer classifies the three groups from faculty of Language and Culture into the language clubs and the other three groups from Economics faculty into Economics clubs.

f. Interpreting

After the data had been compared and contrasted, the last step in analyzing the data is by interpreting them . This step was done by referring to the gambits as suggested by Keller and Edmonson/House and other theories as reviewed in Chapter II.



CHAPTER IV

FINDINGS AND DATA INTERPRETATION

In this chapter, the writer provides the answers of the research questions as stated in chapter I :

- a. What are the differences between gambits used by the English and the non English Department students?
- b. Which group use more gambits in their conversation ?
- c. What types of the frequently used gambits ?

Based on the data collected, she describes the use of gambits in students' conversation, comparing the use of gambits by the English Department students and non English Department students and finally contrasting those data in order to find the similarities and differences in using the gambits in their conversation. The unit analysis of this study is gambits.

4.1. Description of Gambits Used by Each Student in Conversations

The descriptions of gambits used by the English Department students and non English Department students are based on Keller's and House's gambits. The detailed descriptions are as follows:

1. Conversation 1

This group consisted of two English department students. The writer found that there are 71 gambits in 75 turns . They were discussing their activity or college organization in their faculty. They directly produced this conversation in the library in Language and Culture Faculty.

- a. In this analysis, first the writer would like to review the element of this casual conversation as suggested by Ventola which consists of : greeting +addressee+

identification+ approach + addressee + identification +centering + leave taking +
good bye

Greeting : Hi!

Addressee : Retno

Identification : None

Approach : Have you prepared it at all ?

Centering : By the way I want to ask you about a serious thing.

Leave taking : Yeah I'll try to come. I want to tell you, OK. I want to have lunch.

I'm hungry now. Do you want to follow me?

GB : OK I want to go. Bye!

The element of this casual conversation is complete except the identification, because this conversation occurs between two close friends. They do not need to introduce or give identification each other.

b. The Use of Gambits and The Purposes:

There are 75 turns in this conversation and this type of long conversation, contains 71 gambits. These students were very productive in their conversation.

There are some turns which contain of 2 or more gambits in each turn .

Interactant 1 (I-2)

In this conversation, interactant 1 used 3 times the starter, 10 times the uptakers, 17 times of the opening gambits, 7 times of the responding gambits, and 3 times of the linking gambits.

In this part, the writer describes those applications of gambits for the following purposes:

In the second turn, she began to use gambit by applying an opening gambit: "*can I ask*" which was proposed to ask the information from the other interactant.

During this conversation, she expressed her strong interest by applying a responding gambit : “*really?*” four times and she also applied the other opening gambit : *actually* to lead her expressing the unpleasant thought.

Later she applied the other opening gambit : “*I think*” when she started saying her current affair.

In the following turn, she applied the responding gambit “*really?*” to show her interest, then she used the opening gambit “*do you want ?*” which was proposed for asking information.

In the following turn, as she proposed to change the topic, she applied the opening gambit: “*by the way*”. Then she applied another opening gambit “*I want to ask you*” when she needed another information from her interactant. Later, she applied the linking gambit : “*but and but actually*” to lead her saying popular misconception. As she needed to emphasize something, she then applied the uptaker “*OK*” twice during this conversation. Then she continued her question by first applying the opening gambit “*be honest now*” which was proposed to ask a question and she also proposed to get the ‘pure’ answer .

Furthermore, in turn 21, she applied double gambits: first she used the opening gambit : “*actually*” when she wanted to give new information, then she applied the linking gambit : “*but the problem is*” which was proposed to express a reservation or a contradiction in this topic. In the following turn, she applied the opening gambit : “*I think*” which was proposed to state the current affair. In this conversation, she also applied the responding gambit: “*of course*” to show her strong agreement toward the friend’s opinion or statement.

Obviously, she also said “*OK*” as the uptaker which was proposed for different goal such as underlying, understanding, agreeing, and accepting. In the next turn, interactant 2 applied the opening gambit: “*anyway*” when she wanted to interrupt the conversation. Then, she applied some gambits in the same turn, “*OK, I see !*” which was proposed to express her understanding toward her partner’s opinion. Still in the same turn, she then applied the opening gambit:” *what about ?* “which was proposed to ask the plan.

In turn 48, she applied the other opening gambit : “*in my opinion*”, which was aimed for preceding her personal opinion about her friends in college. In the next turn, she applied the opening gambit: “*to be honest*” which was applied before asking her friend. The application of this gambit is not correct so that it should be changed into “*anyway*” in order to be relevant to the purpose.

But then, she applied the opening gambit: “*frankly speaking*” correctly which was proposed to force her partner to admit that Laga was her boyfriend. Still in the same turn, she underlined this by applying two uptakers: “*right! Ok!*”

In following turn, she applied the responding gambit “*I see* “ to accept her friend’s last statement and directly she began her personal opinion by applying “*I think*”. Still in the same turn, she applied “*right ?*” in order to get a response from her friend.

In the next turn, this interactant applied the opening gambit: “*anyway*” which was proposed for interrupting. Then she used the starter “*Well... Um*” which was proposed as a filler or to avoid speech pause, while her mind was preparing the following statement.

This interactant, then applied the opening gambit: “*will you tell me?*” which was proposed to ask for the information to the other interactant.

When this conversation almost reached the ending part, she applied a short expression of the responding gambit: “*right*”, “*of course*” and “*OK*” toward her friend’s statement. In my analysis, her intention had declined. Finally, she ended the conversation by saying : “*OK*”, I want to go. Bye!.

Meanwhile, interactant 2 : used once for the starter, 6 times for the uptakers, 8 times for the opening gambits, 8 times for the responding gambits, and 12 times for the linking gambits,

The writer describes the above application of gambits in this conversation for the following purposes:

In turn 2, this interactant used the starter “*well*” which functioned as the filler to begin her answer, and the purpose of this was avoiding the speech pause. When she wanted to give a response to her partner, she applied the responding gambits: “*of course*” for twice for expressing the strong arguments in different turns.

Later she used the opening gambit: “*oh, my plan is*” which was proposed for stating a plan about her thesis. Then, she used the uptaker: “*OK*”, which was proposed for underlying her partner’s opinion. She then said the responding gambit in form of a repetition: “*I know-I know*” as a reaction toward her friend’s statement.

In the next turn, she directly said the uptaker : “*oh .. damn*” when her partner asked her about her activity in college organization. Furthermore, in turn 18, she used 2 linking gambits : “*but .. you know*” which was proposed for emphasizing thing, and “*do you understand?*” which was proposed to ask information to her friend. In her next turn, she applied the starter “*well*” which functioned as a filler before she told about the committee.

The clarifier: “*you know*” was another gambit that she applied when she wanted to check her partner. During this conversation, she applied twice for opening gambits: “*actually*” for saying an unpleasant thought. This interactant also used the other opening gambit: “*what about*” when she wanted to state her plan the schedule for certain activity. She applied this gambit expression 4 times during this conversation. Then, she applied the starter “*well*” before giving further information.

In her next turn, she used the opening gambit : “*in my case*” and the purpose was stating a personal opinion or an estimation.

Then she applied the responding gambit : “*you’re right*” for the purpose of admitting her friend’s opinion and the responding gambit: “*so*” in the same turn. During this conversation she applied “*you are right*” twice.

During this conversation, she applied the uptaker “*OK*” five times for accepting and agreeing toward her friend’s argument.

In the writer's interpretation, both speakers are excellent in their speaking ability. They could interact and negotiate meaning very well. Most of the topics have been developed well without longer preparation. Thus, both interactants were too productive. They used various type of gambits although there was still incorrect application of gambits. In short, this conversation occurred naturally as they could apply various type of gambits. During this conversation, the writer finds that there are two errors: 1. prepare which is considered to be grammatical error and 2. the error in applying gambits: in turn 48 : "*to be honest*" that should be changed into "*anyway*".

2. Conversation 2

a. Structural Element of Casual Conversation 2

These two students discussed the subjects and their favorite teachers in their faculty, they did this in front of the class – after attending the lecture. Based on the recorded conversation, the writer finds that the male student sounds having more arguments. He was always serious with his explanation by creating longer argument in each turn and his intonation in applying gambits was also perfect.

According to Ventola the elements of their casual conversation should be : greeting

+ addressee + identification approach +centering + leave taking + good bye.

Greeting : Hi, Good Afternoon! How are you today.

Addressee : Friend !

Identification : None

Approach : You don't have any lesson after this, don't you !

Centering : May I know, what is your favorite subject?

Leave taking : Ok Fanny, I have to go now because my time is up, I have to teach to my private student.

Good Bye : See you tomorrow and we will continue our discussion. Bye! and
It's Ok Jo... bye nice to discuss with you.

Based on the above element, in fact there is no identification of this conversation since it occurred between two close friends.

b. Gambits Used in Conversation 2

In this conversation, the writer finds that there are only 19 turns and 39 gambits of this conversation. Each turn constitutes a complex argument of the speaker, so there are more than 2 gambits of each turn. The speakers of this conversation were very productive and they liked to give a serious and complex arguments each other.

In this conversation, interactant 3 used 21 times gambits for some purposes. In detail, this interactant used the starter for once, the uptaker for once, 11 times the for opening gambits, 6 times for linking gambits, twice and the responding gambits. In the writer's interpretation, the above uses of gambits are for the following purposes :

Interactant 3 began to use gambit in his second turn, he applied an opening gambit : "*by the way*" which was proposed to change the topic being spoken.

In the following turn, he applied two gambits. First, he also used the opening gambit: "*by the way*" which was proposed to change the subject being spoken.

Second, he applied the other opening gambit : “*may I know*” since he wanted to ask for information mainly the favourite subject to his partner.

In turn 7, he also applied two gambits in the same turn. In detail, he applied the opening gambit:” *actually*” and his purpose was stating an unpleasant thought, in this case, it was about his favourite subject. Then he wanted to continue his answer by applying the other opening gambit : “*in my opinion*” before stating his opinion.

In turn 9, he answered his friend’s question by applying starter :”*well*” in order to avoid speech pause. Finally, he admitted his friend’s opinion about him by using the responding gambit: “*you’re right*”.

In turn 11, he applied six types of gambits. At first, he applied the type of complex linking gambits: “ *but actually*”,” *I disagree with you*” which were proposed to express his misconception. Then, he used the opening gambit : “*I think*” before expressing his personal opinion. He developed his opinion by applying the linking gambit; “*because*”. He then, underlined his own opinion by applying double gambits: the linking and responding gambits : “*because in my opinion I agree*” to state his reason. His argument in turn 13 is also complex so that he applied three gambits in the same turn. In this turn, he began his argument by using the opening gambit: “*frankly speaking*”. Later he applied the linking gambit “*but ...*” to inform his disappointment about the lecturer. But then he developed his personal opinion by applying “*actually*” which preceded his statement about an unpleasant thought.

In turn 15, he also applied the gambits for five times. He was always serious with his argument and his argument was often preceded by the opening gambit: *“the point is”* which was proposed to give underline toward the main problem. Later he suddenly applied the linking gambit *“well”* as a hesitation. He still continued his argument by applying *“to tell you the truth”*. In order to completed the former argument, he developed his argument by using: *“I’m convinced”* to make sure his friend that the words in poetry have more than one meaning. Then, he applied the opening gambit: *“by the way”* to change the topic being spoken.

In the following turn, he began to talk about his favorite lecturer by applying the opening gambit: *“to be honest”*. As he was not satisfied with one argument, he added the former argument by using the linking gambit : *“what’s more important”*.

In his last turn, he wanted to make leave-taking and he initiated it by applying an applier: *“Ok”* Fanny I have to go now. He then gave a reason by using the linking gambit : *“because”*.

Meanwhile, interactant 4 (I-4) used the gambits 18 times during this conversation. Furthermore this interactant also used various types of gambits such as the starter once, the uptaker once, 10 times for the opening gambits, 4 times for the linking gambits, and the responding gambit for once.

This student was also very good in her speaking ability. She could respond her partner very well and she could also enjoy the serious casual conversation very well.

In her first turn, she responded her friend’s greeting by using the starter : *“well”* to avoid the speech pause. In turn 6, she answered the question clearly by first applying the opening gambit: *“to be honest”* and it was proposed to prove that she

really liked prose as a subject in her college. Then she also gave a reason toward her own answer by applying the linking gambit “*because*”.

In turn 10, she began her argument by applying the linking gambit : “*because in my opinion*” and as she wanted to continue her argument she then applied the opening gambit : “*I think*” which was proposed to express her other opinion or give an underlining toward the former statement.

In turn 12, she tried to ask her friend a question by applying the opening gambit : “*by the way*”. And this gambit led her expressing two questions: what is your reason to like poetry? this question contains an error and it must be changed into what is your reason that you like poetry? or simply into why do you like poetry?

She began her argument by asking a question. Then, she continued it by giving a reason which was preceded by linking gambit: “*because in my opinion*” which was proposed to continue her argument. In addition to this, she developed her argument by applying the opening gambit : “*I think*” which was proposed to precede her personal opinion. She then gave emphasis to her own argument by applying the opening gambit : “*in my mind*” .

In order to answer the question wisely about her favorite subject and lecturer, she began her argument by applying the opening gambit: “*frankly speaking*”. She also developed her argument in this turn by applying the other opening gambit : “*in my mind*”. Later, as she wanted to give more information, she used the opening gambit: “*I personally feel*” which was proposed to give certain important information based on her feeling.

In her last turn, as her friend had made leave-taking, she then responded it by applying the uptaker : “**OK**” which was proposed to show her agreement to her friend.

In my interpretation, both students were talkative for certain topic, since they were interested in the topic being discussed, although they looked calm in their daily performance. Most of their arguments were preceded by gambit and in each turn they always developed their arguments. So, most of their turns are always longer and more complex than the other groups. Both speakers are excellent and have always a lot of ideas to develop the issues.

3. Conversation 3

In fact these two calm female students made a serious casual conversation, they talk about the most crucial topic for their age: beauty. The conversation happened in front of the class after they had joint the subject. These two students discussed an interesting topic for most women in the world that is giving tips of how to achieve the inner beauty.

a. Structural Element of Casual Conversation 3

Referring to Ventola’s element of their casual conversation, this conversation should consist of: greeting + + addressee + identification+ approach+ centering + leave-taking + good bye.

Greeting : Hi, What’s up!

Addressee : Ika

Identification : None

Approach : You look so worry.

Centering : What do you think? Is she beautiful?

Leave Taking : Frankly speaking... I learn a lot today from you. Look my boyfriend has come...well sorry I have to go. It's nice to talk with you.

Good Bye : Ok! You are welcome. Bye!

Thank you. Bye.

The element of the above conversation is complete, except for the identification. Both interactants did not need to use the identification because these conversation was conducted by two close friends.

Furthermore, the writer finds there are 51 turns and 57 gambits in this interesting casual conversation. In detail, there are 2 gambits applied in one turn of this conversation.

Interactant 5 (I-5) of this conversation used 26 times gambits in her turns. In detail, she used the following types of gambit : 3 times for the starter, twice for the clarifier, 8 times for the opening gambits, 3 times for the linking gambits, and 10 times for the responding gambits.

In my interpretation, the above application of various gambits in her turns are for the following purposes :

In her first turn, she began her speech by applying the starter "*well*" which was proposed to avoid speech pause.

When she felt that she had almost the same plan at that time, she used the responding gambit : "*I think so*".

In turn 8, at the end of her speech she applied the responding gambit "*you are right*" which was proposed to express her agreement to her friend's comment about someone who was passing by.

She began to say the current affair by applying the opening gambit: “*I’m pretty sure*”. Then she also used the linking gambit : “*and it looks like*”, which was proposed to give simple review.

In the following turn, she gave a comment about the physical beauty by applying the opening gambit “*for myself*” and she also developed her personal opinion by using “*I think*” .

In order to respond her friend’s question, she used the opening gambit : “*in my mind*” which could be used to precede her personal opinion about the inner beauty.

In turn 17, she gave further explanation to her friend by stating the starter : “*well*” which was proposed as a filler then she continued her explanation.

In the next turn, as her friend gave a correct explanation, she responded it by applying the responding gambit : “*you’re right!*” Then, she tried to change the topic by applying the opening gambit “*by the way*” to ask about the tip in achieving the inner beauty.

When she wanted to ask a question she gave an illustration by applying the linking gambit “*for example*” first. In the following turn, she applied the responding gambit “*and then*” to show her interest toward the other tips.

She then asked the reason about the tip, then she informed her friend that she disliked doing exercise. She underlined it by applying the clarifier “*you know*” which was proposed to check her friend.

She also applied the responding gambit “*and then*” in the following turn to show her interest to the next tips.

When she wanted to ask further about discipline, she applied the opening gambit “*can I ask you?*” And this would make her friend ready with her answer.

In the following turn, she suddenly gave reaction by applying the responding gambit “*of course not*” when she did not understand with the tip. And it was proposed to give respond toward her friend’s checking “*You know!*”

On the other hand, when she agreed with the tip, she responded it by applying the responding gambit “*I know that*”. Then, in the following turn, she applied the responding gambit “*Do you mean?*” which was proposed to restate about the tip. This gambit was proposed to clarify the correct step.

In the next turn, she stated the leave-taking and preceded it by applying the starter “*well*” and she continued it with her thanking. In the same turn, she also applied the opening gambit “*frankly speaking*” to precede her statement that she had learned a lot that day. Then, she continued her move by applying the linking gambit “*well*”.

Interactant 6 (I-6)

Meanwhile, interactant 6 in this conversation used 30 times gambits. In detail she used twice for the starter, once the uptaker, 4 times for clarifiers, 16 times for the opening gambits, twice for the linking, and 6 times for the responding gambits.

In my interpretation, she used those gambits for the following purposes :

In the first turn which was proposed for greeting, she applied the opening gambit, “*actually*” which was proposed for stating unpleasant thought or inquiry.

After her friend answered, she then, applied the responding gambits : “*oh really?*” which was proposed to show her strong interest. Still in the same turn, she applied the linking gambit “*well*” before asking for the information. Then, she applied the starter “*well*” twice in her turn which is proposed to avoid the speech pause.

In the next turn, she used the opening gambit : “*honestly*” which was proposed for stating an unpleasant thought, “ I just want to stay here “.

In turn 9, the opening gambit “*what do you think?*” was applied to ask her friend’s opinion. Then she continues her question in the following turn by applying the opening gambits: “*may I know ?*” which was proposed to ask an opinion to her friend.

In the following turn, she began her question by saying the starter : “*well*” which was proposed to fill the gap.

In the following turn, she tried to answer the question about the tips in achieving the inner beauty correctly, she answered it by applying the opening gambits: “*first*”, “*second*”, “*third*” which was proposed to give listing to the addressee. But then she said “*first*” again and this was an error. Before answering the question, she applied the responding gambit: “*of course*” which was proposed to show her strong interest to answer the questions. So, in the same turn, she applied 4 times of gambits in order to answer the question systematically.

In the following turn, this interactant showed her further explanation about each tip, and she began her explanation by applying the starter: “*well*” which functioned as the filler. Then she developed the explanation by stating the opening gambit : “*the main point*” to stress the main thing. She then completed her explanation by applying the linking gambit : “*on the other hand*” which was proposed to show a good thing. She then, ended her turn by saying the clarifier: “*that’s just my opinion*” which is proposed to underline the explanation. Thus, in this turn she applied the gambits four times.

In turn 30, she also ended her turn by saying the clarifier: “*you know*” which was proposed to check whether her partner understands or not.

She applied the clarifier “*You now*” at the end of the turn, after she explained the tip, which was proposed to check her friend.

In the following turn, she continued her explanation by applying the opening gambit : “*I think*” and it was proposed to express her idea. She developed her explanation by applying the opening gambit : “*I think*” again in the same turn.

In turn 33, she applied the opening gambit : “*sure*” which was proposed to convince her friend.

She answered the question by applying the responding gambit : “*of course*” which was proposed to show her strong interest toward the question. She also continued her explanation by applying clarifier :”*you know*” when she wanted to give a real example.

She then gave further explanation in turn 38 by applying the opening gambit: “*the next step is*” which was proposed to continue her story or tips in this case. Then she applied again the clarifier: “*you know*” to check whether her friend understood or not.

In the following turn, she still explained about managing the emotion further and she ended her turn by applying the responding gambit : “*right !*” which was proposed to underline that her argument was correct.

As she wanted to emphasize the former explanation, she applied the opening gambit: “*and the most important thing is*” which was mainly proposed to show the main thing.

In the following turn, she applied 3 gambits: first she continued her tip by applying the opening gambit: “*the next is* “ and the goal was to tell the story. Then, as she wanted to convince her friend by applying the opening gambit: “*be sure*”. Finally, she wanted to emphasize this tip by applying the opening gambit: “*and the most important thing is*” which is mainly proposed to show the main thing. In the

last move of this turn, she wanted to warn her friend by applying the responding gambit “*just remember*”.

The responding gambit : “*that’s right*” was applied in the following turn, as she felt that her friend had underlined her former explanation correctly. So, it showed her agreement about other people’s argument.

After her friend expressed the leave-taking, she responded it by applying the uptaker : “*OK*”.

4. Conversation 4

The following conversation was carried out in the ECC, both students practiced their English speaking ability by making conversation as though they were in the cafeteria. Based on the writer’s observation both students have very good interest in English. In fact, this was proven with their activity in English conversation club which was always carried out in the evening and it is always out of the formal class.

In this analysis , the writer wants to discuss about the element of their casual conversation as stated by Ventola which must be consisting of greeting + addressee + identification+ approach +centering + leave taking + good bye.

a. The Structural Element of Casual Conversation 4 :

Greeting	: Hi,!
Addressee	: Fajar.
Identification	: None
Approach	: It is so boring waiting for the next lesson ...(Indirect Approach)
Centering	: actually I ‘ <i>m feel</i> hungry, now!
Leave taking	: Let’s Go home now
Good Bye	: Ok., Bye!

From the above element, it can be inferred that this conversation is not complete for its element as suggested by Ventola. The identification is not necessary to be included because it happens between two best friends.

b. The Use of Gambits in Conversation 4 :

The writer finds that there are 20 turns and 18 gambits used in this conversation. Most of the turns are preceded by gambits but there are 3 turns which are not preceded by gambit. This indicates that this conversation can be included as the natural conversation, although it is a practice of conversation in English Conversation Club in Economics faculty. In detail she uses once for the uptaker, 5 times for the opening gambit, twice for the linking gambits and 3 times for the responding gambit.

In this conversation too, the female student sounds more talented and speaks more fluently than the male student. The interactant 7 (I-7) of this conversation used 5 opening gambits to begin a negotiation or stating her idea. In detail, the opening gambits applied here are: *“actually”*, *“that’s just my opinion”*, *“so”*, *“actually”*, *“frankly speaking”*, *“to be honest”*. In addition to this, she also used twice the responding gambits such as *“I agree”*, and *“I don’t think so”* to give a response to the interactant’s opinion or statement. Then she applied an applier *“OK”* to end her conversation.

Based on her purpose, she used gambits for stating an unpleasant thought for 5 times such as *“actually”*, *“actually”*, *“actually”*, *“frankly speaking”* and *“what’s your opinion?”*. Then, based on another purposes, she also applied *“so”* for finishing debates. Later, she used once the responding gambit: for crowd reaction or for giving an agreement: *“I agree”* was used to give a response toward her friend’s opinion.

On the other hand, she stated her disagreement to her friend's opinion by saying "*I don't think so*" for once. Finally, she used "**OK**" for agreeing to do something and she applied this before saying good bye to her friend.

Based on my interpretation, **the interactant 7 (I-7)** can apply gambits well although she comprehended only some gambits. It was obvious that she used the same gambits: "*actually*" for three times during her turns but she applied two gambits in one of her turns.

Meanwhile **the interactant 8 (I-8)** used 5 times gambits for the following purposes: he used 2 responding gambits "*you're right*" which was proposed to give a positive response to his friend's statement and he also applied "*do you agree ?*" which was proposed to get to know his friend's opinion about his offer. He also used 5 times the opening gambits such as : "*to be honest*", "*may I know?*", "*frankly speaking*", "*and what's your opinion?*". In detail, he used "*to be honest*" when he wanted to state an unpleasant thought to her friend. He also applied "*may I know?*" for the purpose of asking for information to his partner. Then he used the appealer "**OK**" when he wanted to give his agreement to her friend's offer.

When he wanted to know her friend's opinion, he applied the opening gambit "*what's your opinion?*" in the following turn.

Later, he applied "*frankly speaking*" for different purposes: first to state an unpleasant thought and also when he wanted to judge honestly about the food being eaten.

In the writer's interpretation, this male student was not as fluent as the female student but he tried to give his best response to his partner, he also knew the limited gambits but he tried to apply them correctly, in fact he could apply the same gambit expression : "*frankly speaking*" for different purposes. In short, he chose the practical way to apply gambit in his speech.

5. Conversation 5

This pair made their conversation in the library of their faculty. Based on their voice, they were seriously discussing some subjects that they learned in Economics faculty and the function of those subjects in their future. Regarding the recorded conversation, the female student had better fluency in speaking English and the male student was also very good in his English speaking ability.

a. Structural Element of Casual Conversation 5

As stated by Ventola that the element of their casual conversation are :

greeting+approach + addressee +approach+ centering + leave taking + good bye.

Greeting : 'Hi, !'

Addressee : Titis

Identification : None

Approach : what are you doing here? (Indirect Approach)

Centering : By the way Rian, What is your favorite subject ?

Leave Taking : I'm sorry I have to leave you now, because I have another class.

Good Bye : It's OK . You're right. Bye.

As the above conversation is spoken between two close friends, so there is no identification stated by the speakers. On the other hand, the first names are clearly stated by the interactants. Thus, the element of this casual conversation is complete except for the identification.

b. The Use of Gambits in Conversation 5

In this conversation, the writer finds that there are 31 turns and 31 gambits. Based on their turns, this conversation can be inferred that those speakers are more productive than the former group. Furthermore, there are 31 turns which are preceded by the gambits and there are only 3 turns which are not preceded by gambits. This also indicates that their conversation is natural too. They applied gambits when they needed to .

In detail the writer also found that the interactant 9 (I-9) used 6 opening gambits: "*anyway*"," *certainly*"," *in my opinion*"," *first*"," *second*" and "*third*". He also used the starter "*well*" for once. Then he used 3 linking gambits: "*and other thing*" and "*because*" for twice. In addition to this, he also applied 3 responding gambits : "*I think so*"," *Um....I 'm not quite sure*" and "*you're right*".

In detail, **interactant 9** began to apply the gambit in the second turn, he applied “*anyway*” for interrupting or for returning to the topic. Then, he applied the starter “*well*” for filler or avoiding the speech pause. He also applied “*certainly*” to lead him stating the current affairs. Later, he used “*because*” for twice for getting the reason in different turn.

In the following turn, he applied the linking gambits “*and other thing*” which proposed to ask another question to his friend.

He then answered the question by saying the responding gambit “*I think so*” which was proposed as an agreement.

Later, as he wanted to state his opinion, he used the opening gambit: “*in my opinion*”. He then answered her friend’s question politely: um... “**I’m not quite sure**” when he felt unsure with his answer. But when his friend asked for suggestion, he answered it systematically by applying “*first*”, “*second*,” “*third*” to tell the best steps required. Finally, he applied, the responding gambit “*you’re right*” “ which was proposed to admit the right thing.

Meanwhile, the interactant 10 (I-10) used 15 gambits, in detail there were 9 opening gambits : “*sure*”, “*by the way*,” “*may I know*” and “*by the way*”. The starter “*well*” were also applied by the interactant for twice. She then applied 2 responding gambits: “*I agree with you*” and “*you are right*”. The linking gambit applied in this conversation was “*for this reason*” and she also used one appealler: “*It’s Ok*” and one uptaker “*OK*”.

Based on the purposes of using those gambits in this conversation, first, she used the starter as filler “*well*” she needed few seconds to prepare her answer by applying “*well*” so that there is no pause in her answer. Later in the same turn, she applied 2 times of the opening gambits : “*sure*” for giving conviction to her friend’s question and changing topics by applying “*by the way*”.

Then she applied “*may I know?*” which was proposed for asking for information for once. When she agreed to her friend’s opinion, she directly used “*I agree with you*”, then she completed it with her own argument by saying the linking gambit “*because*”.

In this turn, she applied 2 gambits, the starter as filler : “*well*” and the opening gambit for stating current affair “*I think*”. Later she used the uptaker “*OK*” to express her feeling that she was accepting to her friend’s opinion and still in the same turn, she wanted to get the reason for once by applying the opening gambit “*Do you think?*”.

She then applied again the starter : “*well*” again before asking a question and it was obvious that this gambit was functioned to avoid speech pause. As she has another idea, she applied the opening gambit which was proposed for changing the subject by saying: “*by the way*”. Then, she preceded her final questions by applying “*finally*”. In leave-taking, she said thank’s for her friend’s suggestion.

Based on my interpretation, both students were good and their conversation was natural since it was conducted in the library and they did this for their own pleasure. Both students have understood the gambits well and they can apply them appropriately. They had applied some types of gambit I the conversation and they chose the popular gambits.

6. Conversation 6

This conversation was also conducted between two close friends, they made this conversation in ECC and they were discussing about their recent condition of their old friend. The situation they directly created, as though they had just done the test. Based on the recorded material, both students were talkative, they had better interest toward English as the minor subject in their college.

a. Structural Element of Casual Conversation 6 :

The element of their casual conversation are greeting + approach + addressee +

Approach + centering + leave taking + good bye.

Greeting : "Hi ! How are you now?"
 Addressee : Nita
 Identification : None
 Approach : By the way, how about your final test? Can you do the test?
 Centering : By the way, do you remember our classmate in senior high school?
 Leave Taking : I'm sorry. I just remember ,... I have another appointment right now.
 I have to go now!
 Good Bye : It's OK. Nice to meet you. Bye!
 and Nice to meet you, too.

b. The Use of Gambits in Conversation 6

This conversation, according to the writer's observation consists of 21 turns and 20 gambits which precedes the 21 turns. So, there were only 3 turns which are not preceded by gambits. The writer infers that this group is less productive than the former group.

In detail, interactant 11 (I-11) applied 6 opening gambits: "*by the way*", "*by the way*," "*don't you know*"," *in my opinion*" and "*the most important thing*". She also used clarifier: "*you know*" for once.

The application of those gambits are for the following purposes: in her second turn, she began her question by saying opening an gambit "*by the way*" which was proposed to change the topic.

In the following turn, she applied “*oh*” as filler, for then she used the other opening gambit “*by the way*” again to change the topic being spoken.

In turn 11, she asked for the information first, by applying the opening gambit “*don’t you know?*” then she gave information. In turn 13, before she emphasized her information, she applied the clarifier or the responding gambit by saying: “*you know*” for checking .

Later, she applied the opening gambit : “*in my opinion*” for preceding her personal opinion. She then added her opinion in the next turn by applying opening gambit “*in my case*” which was proposed to express how something affected her.

In her last argument, she wanted to emphasize her argument by applying the opening gambit : “*and the most important thing*” which was proposed to state the main fact. Finally, there was no gambit when she ended the conversation.

On the other hand, **the interactant 12** applied 11 gambits and those were 1 linking gambits:3 opening gambits, 4 uptakers, and 3 responding gambits. Furthermore, the application of those gambits were for some purposes.

In turn 2, she responded her friend’s greeting by firstly applying the starter: “*well*”. Then she answered the question again by applying the opening gambit “*I think*” which was proposed to precede the current affair. She applied uptaker for 3 times to accept her friend’s opinion by saying :” *Yes*”,” *OK*”, “*OK*”. When she felt that her friend’s opinion was really correct she admitted it by applying the responding gambit : “*of course*” and it was proposed for giving strong agreement.

In the next turn she used the opening gambit:” *frankly speaking*” for stating an unpleasant thought. Then she applied the opening gambit :”*I think*” when she wanted to give her opinion about her friend’s marriage. In order to give complete her argument or reason she applied the linking gambit : “*because*” in the same turn.

In the following turn, as she wanted to know her friend’s opinion, she applied the opening gambit “*do you think?*” .

In her last argument, she used the responding gambit : “*you are right*” which was proposed for giving the right judgment to her friend’s explanation. She finally finished her argument by applying the responding gambit “*So*” in the same turn . After her partner had said leave taking, she accepted it by applying the applier : “*It’s OK*”.

Based on my interpretation, both students were actually good in their English speaking ability. They understood little about the gambits but they could apply them correctly. During the conversation they chose the most popular gambits “*by the way*”, “*you know*”, “*OK*” etc. Although they were not too productive but they had exchanged information very well. Their utterances were easily understood and simple.

4.2. Description of Gambits Uses in Each Pair

Gambits are very important to achieve naturalness in conversation. Actually, most English learners had ever applied the most popular gambits such “*well*”, “*OK*”, “*right?*”, “*actually*” etc. The students of this study had used gambits in their casual conversation. In this contrastive analysis, the writer differs the data based on their faculty. In order to ease the analysis, she classifies the three groups who are from Faculty of Language and Culture into Language club and the other three groups who are from Economics faculty is classified into Economics club as stated in chapter 3. The followings are the description of each pair :

Language Club :

1. Casual Conversation 1

The interactants of this group were very productive, as stated above that they did this conversation in the library. Their productivity in conversation was proven by creating 75 turns. They exchanged and negotiated meaning almost without limitation, as they wanted to know they ask each other. In addition to this, they were also active in applying gambits in their conversation and they applied gambits for 71 times. There were 10 turns which contain of 2 gambits in one turn. So, it could be considered that they applied gambits when they needed to. Thus the application of gambits was natural and their conversation was considered to be natural too.

Furthermore this group used the starter for 4 times, the uptakers for 18 times, the opening gambit for 25 times, the responding gambit for 15 times, and the linking gambits for 4 times. Hence, this group was very familiar with the gambits as suggested by Keller and they could apply them appropriately. In addition to this, they also applied the gambits: the uptaker and the starter as suggested by Edmondson/House.

In detail, the most frequently used gambits during this conversation were “*actually*” for 4 times, “*really*” for 4 times, “*OK*” for 15 times, “*well*” for 5 times, and “*right*” for 3 times.

Based on the purpose of these gambit applications: they often applied the gambits for the purpose of stating an unpleasant thought for 7 times such as : “*actually*”, “*be honest now*”, “*frankly speaking*”, “*to be honest*” .

Thus for the same purpose they applied different gambit expressions. Furthermore, they used the gambit expression in the appropriate intonation such as rising, sustained, and falling as suggested by Ramelan (1999 : 32)

Referring to the interpersonal meaning as suggested by Gerrot and Wignel (1994: 22), the mood that the writer may infer from in this conversation are: 31 times on declarative, twice on declarative ellipsis, 4 times on polar interrogative, twice for Wh interrogative.

In addition to this, referring to the speech function as suggested by Halliday (in Eggins 1997:183) the writer may infer that both interactants proposed their conversation for the following speech functions : 4 times for acknowledging, 4 times for giving information, 4 times for giving information, twice for expressing statement, 11 times for questioning, twice for giving option, 4 times for assuring, twice for monitoring, 3 times for expressing contradiction, once for accepting, and once for judging,

2. Casual Conversation 2

As stated above that this conversation was conducted in front of the class, after they had attended the lecture. Both speakers in this group were also productive, but they were not too productive in producing turns, instead they were productive in developing each turn.

During this conversation which contained of 19 turns, they applied the gambits 39 times. Thus, their conversation is classified as natural too, since most of the turns contained of more than 2 gambits. Both participants used to

produce a type of complex argument in each turn. Furthermore, they always developed their argument, mainly the male student. He was not satisfied for giving argument only in one move. He used to give further negotiation or argument to his addressee. See turn 15, he applied gambits for five times in one turn.

In detail, this serious group used the opening gambits for 21 times, the linking gambit for 10 times, the responding gambits for 3 times, the uptakers twice and the starter twice. Hence, they were more familiar with the gambits as suggested by Keller than Edmondson/House.

Meanwhile, the most frequently used gambits in this conversation were “*by the way*” 4 times, “*I think*” 4 times, “*because in my opinion*” 3 times, “*well*” 3 times.

Based on the purpose of the gambits applied in this conversation was for expressing the personal opinion 6 times such as “*in my opinion*”, “*I think, in my mind*”, and “*I personally feel* “. Thus for the same purpose they applied different gambit expressions.

As suggested by Ramelan (1999: 32) the perfect intonation such rising, falling and sustained have been referred to when this group applied gambit expressions.

Referring to the interpersonal meaning as suggested by Gerrot and Wignel (1994: 22), furthermore in this serious casual conversation, the writer

finds the moods as the following: 34 times on declarative, and the other are polar interrogative, wh interrogative as well as declarative minor for once.

On the other hand, referring to the speech function as suggested by Halliday (in Eggin and Slade, 1997:183) the writer may infer that both participants in this group proposed this discussion for the following speech functions: 8 times for expressing statement, 3 times for questioning, and 5 times for giving information. Furthermore, they also proposed this conversation for the other speech functions: once for expressing an agreement, 5 times for giving reason, 6 times for giving opinion and 3 times for contradiction. It is obvious that both interactants are productive, so that they also proposed 4 times for prolonging, 4 times for elaborating, and twice for sustaining. They always developed their arguments. The most minimal speech function found in this conversation are for giving information, apologizing, as well as ending conversation .

3. Casual Conversation 3

Both students of this conversation were productive too. The conversation which was conducted in front of the small mosque in the Language and Culture Faculty of Unisbank was about tips in achieving inner beauty. Both interactants of this group were very good in their speaking ability. This conversation ran smoothly and naturally that they could produce 51 turns and they apply 55 gambits. It does not mean that they apply one gambit in each turn and there is no gambit in four turns.

There were various types of gambits applied in this conversation. During this conversation, this group used the opening gambit for 25 times, the responding gambit 15 times, the linking gambit for 5 times, the uptakers 1 time, clarifiers 4 times and the starter 5 times. Thus, they understood very well about the gambits as suggested by Keller and they understood two types : the uptaker, the starter as well as the clarifier by Edmondson/ House. Furthermore, in line with Ramelan's idea (1999: 32) they apply those gambits appropriately by using the perfect intonation such as rising, falling and sustained.

In detail the most frequently used of the gambits are “ *well*” for 8 times, “*I think*” for 3 times and “*the most important things*” for twice.

Based on the topic being discussed, the most frequently purpose of the gambit usage was for listing things such as “*first*”, “*second*”, “*third*”.

Referring to the interpersonal meaning as suggested by Gerrot and Wignel (1994: 22), in this long conversation, the writer could also infer the moods of this conversation for the following : 5 times on WH- interrogative, 22 times on declarative, 4 times on declarative minor, 5 times on imperative, and 4 times on polar interrogative.

In addition to this, referring to the speech function as suggested Halliday by (in Eggin and Slade, 1997:183), both interactants in this interesting casual conversation, proposed the following speech functions: 15 times for questioning, twice for answering, and once for supporting. In

addition to this, it was also proposed for 4 times for accepting, and once for acknowledging. It is obvious from the data that the most frequently speech function may be found in this conversation is 20 times for expressing statement. Furthermore, the other speech functions are twice for expressing contradiction, once for giving opinion, and 5 times for supporting. As this conversation is proposed to give tips, the other frequently used speech function is commanding for 13 times. Monitoring and admitting are the other speech function that can be found in this conversation.

Economics Clubs

4. Casual Conversation 4

This conversation was conducted in English conversation club, they tried to make this conversation naturally because they did this without a preparation before. In few seconds they directly got an idea to make a short conversation as though they were in cafeteria.

They made this conversation in order to fulfill the need of practicing, because at the same semester they also joint to 'Praktikum Bahasa Inggris' which required their fluency in speaking English for the passing grade. That was probably the reason why they became active in English conversation club.

In the conversation which contained of 19 turns, they applied 17 gambits. There was almost one gambit in each turn and there were 3 turns

without gambit. In detail, they applied 9 times for the opening gambits, 4 times for the responding gambits and twice for the uptakers.

The most frequently gambits used in this conversation were : “*actually*” for 3 times, “*frankly speaking*” for twice, “*OK*” for twice .

Based on the purposes, they applied gambits mostly for stating the unpleasant thought for 6 times such as “*actually*”, “*to be honest*”, “*frankly speaking*”.

Based on the types of gambit used in this conversation, the writer can infer that both interactants understood only some popular gambits such as “*OK*”, “*so*”, “*actually*”, “*frankly speaking*” but they have tried to apply it appropriately and simply at their level. They did not really understand those gambits as suggested by Keller and Edmonson/House completely. That is the reason why they applied the same gambits for many times.

During this conversation, they had applied the correct intonation in using gambit expression and they had applied rising, falling and sustained intonation appropriately as suggested by Ramelan (1999: 32)

Furthermore, in this short and simple conversation, the writer may infer the moods are 9 times on declarative, 3 times uses wh interrogative, twice on imperative, and one minor formulaic by referring to the interpersonal meaning as suggested by Gerrot and Wignel (1994: 22),

In addition to this, by referring to the speech function as suggested by Halliday (in Eggin and Slade, 1997:183), the writer also finds the speech

function intended by both interactants are for : once the intending, 3 times for giving information, twice for questioning, twice for expressing the statement, once for asking an opinion, once for contradicting and once for ending the conversation.

5. Casual Conversation 5

As has been stated above that this conversation was conducted in the library. They were discussing about the favorite subject in their college. Although this conversation is short, it can be classified as a natural conversation. This group can be considered as the most productive among Economics clubs because they can exchange the information and negotiate meaning in 32 turns. Furthermore, they can apply 27 gambits appropriately. In fact there is no gambit in 8 turns but there are five turns which contain of two gambits in each turn . (see turn 4,12, 16, 17, and 26)

Based on the transcription, it is obvious that this group used 15 times the opening gambits, 4 times the responding gambits, 4 times the linking gambits, 3 times the starter, once the uptaker and twice the appealer. Hence, they understood some gambits as suggested by Keller and they can apply the most popular gambit; appealer as suggested by Edmonsond/House. In fact they understood the gambits better than the former group in Economics group and the appropriate intonation such as rising, falling and sustained have been approved by them. The gambits used in this club are more various than the former group.

In detail the most frequently used gambits in this conversations are “*well*” for 4 times, “*by the way*” for 3 times, “*OK*” for 3, “*because*” for twice . In addition to this, the most frequently purpose gained in this conversation is for telling the story for 3 times such as “*first*”, “*second*”, “*third*” .

In addition to this, the writer may infer that moods of this conversation are polar interrogative 3 times, declarative 14 times, Wh -

Interrogative 4 times, once minor formulaic by referring to the interpersonal meaning as suggested by Gerrot and Wignel (1994: 22).

Furthermore, by referring to the speech function as stated by Halliday (In Eggin and Slade, 1997:183), the writer may also infer that the speech function intended by both interactants are 6 times proposed for giving information, 4 times for questioning, 4 times for asking an opinion, once for attending, 3 times for giving information, twice for answering, once for assuring and once for ending the conversation.

6. Casual Conversation 6

This conversation as stated above was carried out in English conversation club in Economics faculty. They have tried to make the conversation becomes natural. Based on the recorded data, the writer can infer that this group is better than the first group of Economics club since they were more productive and their arguments were also better than the first group.

In detail, this group produced 21 turns and their arguments were good. Furthermore they applied 19 gambits. Almost in each turn, they applied one gambit except for turn : 14, 17, and 19 in which they spontaneously applied two gambit expressions in one turn. On the other hand, when they feel that they did not need to use gambit, so there was no gambit in some turns .(See turn 1, 5, 9, 12,13, 19 and 21).

In fact they applied various gambits in this conversation such as using 9 times the opening gambits , 3 times the responding gambits, twice the linking gambits, 4 times the uptakers , and once the starter.

The most frequently gambits used by this group were “*by the way*” for twice and “*I think*” for twice.

This indicates that this group did not completely understand all gambit expressions. They only understood some gambits as suggested by Keller and Edmondson /House. Most gambits they applied were the popular gambits that easily understood by people.

In line with Ramelan’s statement (1999 : 32), this group has also applied the correct intonation such as rising, falling and sustained, although they their intonation was not as perfect as the former group.

Meanwhile, by referring to the interpersonal meaning as suggested by Gerrot and Wignel (1994: 22), the moods that can be implicitly found in this conversation are : 10 times declarative, 3 times WH interrogative, twice polar interrogative.

In addition to this, by referring to the speech function as stated by Halliday (in Eggin and Slade, 1997:183) the writer may infer that the speech functions which are intended by both interactants during this conversation are twice for monitoring, once for attending, twice for accepting, twice for agreeing, once for polar questioning, once for prolonging, once for elaborating, once for disagreeing.

4.3. The Comparison on Gambits Uses in Conversation between The English Department Students and The Non English Department Students.

4.3.1. Similarities:

Both the Language and Economics clubs have been very familiar with gambits in general. In addition to this, both clubs have very good interest in making English casual conversations.

Furthermore both clubs were also familiar with the general type of gambits as suggested by Keller : opening, linking and responding gambits. On the other hand, they were not too familiar with Edmonson/House's gambit such as the starter, uptaker, cajoler, underscorer and applier .

Both the Language and Economics clubs often applied the opening and responding gambits. When they used the gambits in their conversation, there was always one emphasis for certain purpose.

Furthermore the gambit expression : "*Ok*" was often applied to give respond to their addressee. The gambit expression : "*well*" was also often used by both clubs to express as starter and to show her hesitation.

Just like the Language clubs, the Economics clubs often functioned most of the gambits applications in conversation are for semantic introducers. It is obvious from the data that most gambits are applied at the beginning of a move. There are some gambits which function as filler or to avoid speech pause.

There are still some errors made by both clubs either in grammatical or vocabulary.

4.3.2.Differences

Based on the above description about the uses of gambits in conversation, in this part the writer needs to contrast the uses of gambits in

conversation by the students from the Language and Economics clubs. It means she has to find out the differences in using gambits.

Unlike the Language clubs who did not speak or make conversation in limited time, the Economics clubs spoke in conversation in limited time. The interactants from Economics clubs often gave limited information. They seldom to develop their argument in each move.

Furthermore, the Economics clubs made conversation for practical purposes but the Language clubs made conversation for their own satisfaction or need. That is the reason why the Language clubs always develop their argument through their turns. The language clubs often used the gambits for fillers : “*well*” since they always wanted to develop their argument in most of the turns.

Language clubs usually produced their turn in at least 2-3 moves and the most complex turn consists of 6 moves (see turn 10 of conversation 2). On the other hand, the Economics clubs produced the simple turns and the most complex turn is consisting of 3 moves (see conversation 4,5 and 6).

Based on the data and the above description, it is obvious that the Language clubs used more gambits than the Economics clubs. Each group of Language clubs applied gambits in at least 40 times. (see the analysis on gambits), on the other hand each of the Economics club used gambits in less than 20 times during the conversation. (The highest frequency in using gambits is in conversation 5 for applying 27 times gambits)

In addition to this, the Language clubs used more various gambits than the Economics clubs. It can be seen from the complexity of their purposes in using gambit expression during the conversation such as asking for information, getting to know, regretting, popular misconception, showing interest, emphasizing thing etc as have been found in conversation 1.

Unlike the language clubs, the Economics clubs used more frequently the same gambits in different turns “*actually*,” “*to be honest*”, “*frankly speaking*” etc as have been found in conversation 4 and 5.

Also the Economics clubs do not use different gambit expressions for the same purposes in their turns such as “*in my opinion*”, “*I think*” etc as have been found in conversation 5 and 6.

Most gambits are always applied at the beginning of the turn by the Economics club and there are few gambits for expressing opinion among the Economics clubs. On the other hand, the Language clubs do not only apply the gambits at the beginning of turn but also in the middle as well as at the end of the turn such as for responding or checking something.

In fact, most Economics clubs apply the simple expression of gambits such as “*actually*”, “*Ok*”, “*to be honest*”. The language clubs often apply the complex expression of gambits such as “*the most important things*”, “*but actually*”, “*I disagree with you*”. etc. The Economics clubs have few choices of gambits in their conversation

There are few responding gambits that can be found among the Economics clubs. Although the Economics clubs have been familiar with the Keller's gambits, the Language clubs know them better and may apply more gambits in details. More responding gambits are found in Language clubs such as "*right?*", "*you know*", "*you see*". Unlike the Economics club, the Language clubs use more gambits and in more various ways. The speech functions that can be inferred among the Language clubs' conversations are more complex than those are found among the Economics clubs. In detail there are 21 speech functions found among the language clubs' conversations. Those are as follows: acknowledging, giving information, giving opinion, statement, questioning, assuring, contradiction, giving reason, monitoring, supporting, commanding, accepting, prolonging, apologizing, agreeing, elaborating, sustaining, supporting, answering, admitting and judging.

On the other hand, there are 16 the speech functions that can be inferred among the Economics clubs' conversations are intending, attending, giving information, questioning, statement, giving opinion, contradiction, answering, assuring, contradiction, accepting, monitoring, polar question, disagreeing, elaborating, ending conversation.

In addition, the language clubs apply gambits more perfectly and they could apply the intonation much better than the Economics clubs.

Furthermore, the mood that can be inferred among the Language clubs' and the Economics' clubs conversation are declarative, declarative ellipsis, polar interrogative, Wh interrogative, declarative minor, and imperative.

In addition to this, the writer finds the functions of gambits as follows:

There are some gambits which are proposed by the Language clubs and Economics clubs as Semantic introducer. These are as found in :

“In my case , its about 20 to 30 percent.” (see conversation 1)

“the point is , poetry is not to show the fact” (see conversation 2)

“in my opinion getting married is OK etc.” (see conversation 6)

In addition to this few gambits may also function as communication control by both clubs such as in :

“You know MBA.... How is your opinion?” (see Conversation 6)

“You know, I have ever told you.” (see conversation 1)

“Like **you know** .. most people in Japan are having discipline”.(see conversation 3)

Furthermore, gambits may also function as purpose of assuring :

“Yes ... I have ... be humble. Every body appreciate those who are humble. She looks so having the inner beauty when she is so humitae ... to other. **You know?”** (see conversation 3)

Furthermore, gambit expression” **well**” is used many times as the filler or to avoid speech pause used by the Language and Economics clubs:

“Wellum I’m reading a book”. (see conversation 1)

“Well... I’m fine but I’m tired”. (see conversation 2)

“Well... it means be your own personality”. (conversation 3)

“Well I just reading the newspaper”. (Conversation 5)

“Well..... I’m fine”. (see conversation 6)

In addition to this the Language clubs are also use gambits as hearer supportive devices as found in :

“Is it secret? **Really?** Just forget it”. (see conversation 1)

“**Oh really?** ... well what would you know?”. (see conversation 3)

The language clubs use gambits mostly as discourse lubricant as can be found in the followings turn :

“**Actually**, the members are all the students here **but the problem is** ...You must make your own committee. **I think** ...you have your own committee”. (see conversation 1).

“**To be honest**, my favourite lecturer is miss. Yulis, same with you . Because she is clever, democratic and she never looks down her students and **what’s more important**, she always gives the students the way out if they have problems. **Besides that, I think** Mrs. Rina and Agnes are nice. But I like Mrs. Rina and Mrs. Agnes when they are out of lesson. They are nice and helpful”. (see conversation 2)

“**I ‘m pretty sure** she is beautiful **and it looks like** She has the inner beauty too”. (see conversation 3)

4.4.FINDING

In this part, the writer changes the term the language clubs into English Department students and the term the Economics clubs into The Non English department students for

Based on the above comparison and contrast, it is obvious that in general the English and non English Department students have been familiar with Keller's gambits. They are also familiar with the most popular gambits expressions such as "*actually*", "*OK*", "*well*", "*by the way*", "*any way*", "*you know*" etc. In detail, their comprehension on the gambit expression are, of course, at different level. The English department students comprehend more various expressions of gambit.

The first thing that the writer wants to underline is that the frequency on using the gambits in conversation. It is obvious that the students from English Department use more gambits than the students from Non English Department . Based on the data analysis on the gambits: the writer finds that the English Department students use 166 gambit expressions , on the other hand she only finds that the non English Department students use 69 gambits expressions

Based on appendix 1, in general there are two types of gambits as suggested by Edmonson/House and Keller. In detail there are 72 gambits based on its purpose. In this thesis, the writer finds that not all gambits expressions are used by the students of the subjects of the research. In fact there are only 58 purposes of applying gambits. Definitely, the English Department students use gambits for 58 purposes but the non English Department students use gambits for 31 purposes .

When the students use gambits expression in their speech, they also considered the appropriate intonation. This is in line with Ramelan's idea who states that intonation is the melody of speech, so that when they apply gambits in a appropriate intonation may achieve the interpersonal meaning. The students from The English Department apply much more perfect intonation than the students from The Non English Department.

In addition to this, the English Department students use more various type of gambits, it can be proven from the purpose of each gambits used. When the students apply the opening gambits, they want to achieve some purposes such as: asking for information, expressing plan and counter plan, changing the topics, stating unpleasant thought, expressing current affairs, interrupting, stating personal opinion, demanding information, expressing great escape, current affairs, expressing conviction, telling story, the main thing. Thus the writer finds that there are 13 purposes.

On the other hand, the Non English Department students use the opening gambits for the following purposes : stating unpleasant thought, expressing the main thing, asking for information, stating current affairs, returning to the topic, changing the subject, telling story, stating current affairs, breaking in, expressing personal opinion , how something affects you. The writer finds that there are only 11 purposes in applying the opening gambits.

Furthermore, when the English Department students apply the linking gambits for 28 times, they have the following 10 purposes : expressing your

reservation, filler, giving good reason, stating popular misconception, continuing, adding things, taking for granted, illustrating the point, seeing the good side, and expressing hesitation.

On the other hand, the Non-English Department students use the linking gambits 7 times and the purposes are for finishing debate, getting the reason, continuing, adding things, expressing hesitation and phrases.

In the writer's interpretation, the English Department students use more linking gambits because they always want to develop their argument in discussing thing. The purpose they want achieve through the linking gambits are also complex since they are used to fulfill their need to express a lot of thing.

In contrast, the Non English Department students use fewer linking gambits since they do not always develop their argument. In fact, in certain condition, they need to develop their argument or explanation, that is the reason why the writer finds there are 7 times uses of the linking gambits among these clubs.

During the English Department students make the conversation, the writer also finds there are 32 times the responding gambits used. In detail, the purposes in using the responding gambits are expressing strong agreement, showing interest, getting to know someone, checking, stating right or wrong, ending the argument, agreeing to something, restating, and warning.

The Non English Department students, however, use the responding gambits 10 times and the purposes are for the followings : strong agreement, expressing right or wrong, finishing the story, stating wrong, crowd reaction and disagreeing.

In the writer's interpretation, the English and Non English Department students can make a good interaction and negotiate meaning very well. But the English Department students do better and also they interact more intensively, it is proven from the responding gambits used during their conversation which are more frequently and more various.

Besides the opening, linking and responding gambits, the students from both departments also use the other type of gambits as suggested by Edmonson/House such the uptaker, the cajoler, the underscorer and the appealer. In detail, the English department students use the uptaker for 19 times and the most frequently used uptaker is “*OK*”. In addition to this, they also use clarifier for 4 times.

In contrast, the Non English Department students use uptaker for 8 times and the most frequently used uptaker is “*OK*”. They also use another House’s gambits : the appealer twice, the underscorer twice, and the clarifier for once.

In my interpretation, House/Edmonson’s gambits are less complete than Keller’s gambits. However, The House/Edmonson’s gambit are simpler and more practical. Among those gambits, the students from both departments are very familiar with the uptaker mainly the expression : “*OK*”.

There are more types of speech functions that can be inferred among the English department students’ conversations than those found among the non English Department students. In detail there are 21 types of speech functions found among the English department students’ conversations but there are only 16 types speech functions found among the Non English department students.

As has been stated in chapter 2 that there are 3 types of gambits as suggested by Keller and the other gambits are as suggested by Edmondson/House. The gambits as suggested by Keller cover the following types the opening, linking and responding gambits, in each type there are a lot of gambit expressions for certain purposes. (See appendixes) On the other hand, there are only some gambit expressions as suggested by Edmonson/House are divided into the starter, the uptaker, the clarifier(cajoler and underscorer) and the appealer.

Both Students from both departments are really familiar with the gambits as suggested by Keller since the expressions are more complete and universal.

4.5. Interpretation

Based on the data which consist of six groups of casual conversation, it can be inferred that the elements of the casual conversation are not complete as suggested by Ventola. (See page 14) The element of the casual conversation should cover : greeting +addressee+ identification +approach +centering + leave taking + good bye. Most conversations do not contain identification, since most conversations are carried out between two close friends. They do not need to mention their identification. However, this is not incorrect elements. Thus, the identifications are not required in the casual conversations which are conducted between close friends.

In addition to this, all the conversations used in this thesis are stated as the non minimal casual conversation, this is in line with Malinowski's idea (1979: 278) which says that the primary purpose of non minimal casual conversation is exchanging meaning. It is obvious that all casual conversations of this study are proposed to exchanging information between interactants. Even they give a lot of information to the other interactant (see page 15 and the appendixes)

It can be interpreted from the above finding and comparison, that the students from the English departments have better communicative competence since they can produce more complex turns and moves, the speech functions that can be inferred among the students from both departments are also more various. In detail, their understanding toward the gambit expression are, of course, at different level. The English department students understand more various of gambit expressions,

but the Non English Department students mostly know some gambit expressions which are popular such as “*Ok*”, “*anyway*”, “*frankly speaking*”, “*you know*” etc.

Communication is a complex process of exchanging meaning and message. It requires very good communicative competence that may determine the process of communication flows smoothly. In line with this the writer would like to review the communicative competence as suggested by Celce-Murcia et al.(1995: 10) which consists of five components. Based on the above finding, the writer infers that the students from English department have better discourse competence than the non English Department student. It is proven when they can produce more complex words arrangements through their complex turns which require more the linking gambits to develop their idea or opinion. In fact the Non English Department students produce simple turn that can be understood by the other interactant. They apply few linking gambits since do not always need to develop their argument.

In addition to this, the English Department students who have learned English more intensively in college, have made them become more qualified for their linguistic competence – the second component of communicative competence. It is proven when they apply more various gambits expressions in their conversation, and the word formation they produce. On the other hand the Non English Department student have been less qualified for their linguistics competence since English is not their major, thus most of them understand English or mainly gambits at certain level which is really different from the English Department students.

Furthermore, conversation does not only require the ability to discuss some topics to the participants, the communicative competence is more important than delivering the topics. Their competence enable them to apply gambits toward the other participants' utterances.

In addition, the English department students also have better actional competence – the third competence of communicative competence. This makes them able to produce various turns with complex speech functions, and there are 21 speech functions may be inferred among the English department students' conversation. Meanwhile there are 16 speech functions that can be inferred from the non English Department's conversations (see appendix and comparison).

The students from both departments have almost the same level of socio cultural competence – the fourth component of communicative competence, since they have the same position as university students. This competence enables them to express messages appropriately with the complex social and cultural context of communication.

The last competent that is required in making communication is strategic competence which refers to the knowledge of strategies and how to apply them. By possessing this knowledge, the students may convey they message through communication effectively. The use of gambits may also considered as a strategic in communicating such as to avoid speech pause, and to achieve discourse lubricant that make the communication flows smoothly and sounds naturally. In line with the

strategic competent, most students function the gambits in their communication for the following explanations:

1. Semantic introducer

Most Language clubs and Economics clubs function gambits in their conversation as semantic introducer or to precede their arguments. When they want to enhance their meaning of the message conveyed, they apply the opening gambit .

2. Communication control

It can be inferred that few gambits as communication control may also functioned as by the students from both departments. .

3. Purpose of assuring

Furthermore, gambits may also function as purpose of assuring by the students from both departments.

4. Filler or to avoid speech pause

The most frequently used gambits by both clubs.

5. Hearer supportive devices

The Language clubs also use few gambits as hearer supportive devices.

6. Discourse lubricant

Since the Language clubs often develop their arguments, there are more gambits functioned as discourse lubricant which correlate one move to another moves in the same turn.

CHAPTER V

CONCLUSION AND PEDAGOGICAL IMPLICATION

5.1. Conclusion

In this chapter, writer draws her conclusion based on the data analysis as has been presented in chapter IV and the writer's conclusion have to answer the research questions as have been determined in chapter 1. The followings are the conclusions of this thesis:

1. The English Department students use more various types of gambit ; the opening, responding, appealer, uptaker, cajoler and underscorer and they also apply various gambit expressions. In detail the English Department Students use more linking gambits and there are 28 times uses linking gambits. Furthermore the purpose on using these linking gambits are for adding things, taking for granted, illustrating the point, seeing the good thing and expressing hesitation. They use more linking gambits since they always want to develop their argument in each turn. On the other hand, there are only 7 times uses of linking gambit among the non English Department students and the purposes are finishing debate, getting the reason, continuing, adding things, expressing hesitation. Furthermore the English Departments students use 32 times of the responding gambits in their conversation but the non English Department students use 10 times of the responding gambits. Both clubs are more familiar with the Keller's gambits than the Edmonson/House's gambits. It is obvious

from the data that, in fact, there are still few mistakes in applying gambits among the English Department students and non English Department students. In fact, most non English Department students apply the simple expression of gambits such as *actually*, *Ok*, *to be honest*. The English Department often apply the complex expression of gambits such as *the most important things*, *but actually*, *I disagree with you* etc. The non English Department students have few choices of gambits in their conversation.

2. The English Departments students use more gambits than the non English Department students. In detail the English Department students use 166 gambit expressions and there are only 69 gambit expression in the' conversation produced by the Non English Department students. The reason of using a lot of gambits by the English Department students is they often produce a type of complex turn which consists of more than two moves. On the other hand, the non English Department students often produce a type of simple turn, although they sometimes develop their argument.
3. The most frequently used gambits are "*actually*", "*OK*", "*well*"," *by the way*"," *any way*"," *you know*"

5.2. Pedagogical Implications :

Based on the above analysis, the writer would like to determine the pedagogical implications are as follows:

1. Gambits should be introduced to both the English Department and non – English Department students, mainly in speaking class since gambits may function a strategy in the communication.
2. Most lecturers mainly those who teach speaking should understand about gambits expression, so that they will be easily guide the students into the type of natural conversation.
3. Gambits are very important to make the students' conversations sound natural although our country is not English speaking country.

Contrasting :

The language clubs may vary the contents and goals in one conversation, that is the reason why some turns may be developed by the interactants

Among the economics club, few gambits for expressing opinions.

The economics club often apply the gambit expressions for the same purpose many time times such as : actually, frankly speaking, to be honest. ++++++

FE :

1. turn :

This group uses 14 times the opening gambits, 4 times the responding gambits, 7 times the linking gambits, twice for the uptaker and once for appealer.

Back up :

Language Club :

1. turn : 73, gambit : 72

this group uses the opening gambit for 27 times, the responding gambit for 15 times, linking gambits for 5 times, uptakers for 16 times, and once for clarifiers.

2. Turn : 19, gambit 40 gambits.

This serious group uses the opening gambits for 21 times, the linking gambit for 12 times, the responding gambits for 3 times and uptakers for 3 times.

3. Turn : 55, gambit 55

This group uses the opening gambit for 24 times, the responding gambit for 13 times, linking gambit for 9 times, uptakers for times, clarifiers for 3 times.

FBIB

Afifah : Actually=4, really= 3, OK=14, well= 5, right =3

Raharjo : by the way : 4 times, I think : 3 times, because in my opinion : 3 times, well : 3 times, expressing personal opinion : 3 times,.Ikha : well =9, I think =3, the most important things=2, admitting right =4

The most frequently gambits used :

Dewi : actually =3,frankly speaking = 2, OK=2, stating unpleasant thought : 6 ,

Titis: Well = 4, by the way=3, OK=3, because=2, Telling the story: 3 times.

By the way = 2, because =1, OK =1 , Filler : 4

FE :

1. turn :20, gambit 17 (3 turn without gambit)

in this conversation, they apply 8 time the opening gambits, 4 times the responding gambits and 2 appealers.

2. turn : 31, gambit : 27 (3 turns without gambit)

This group uses 14 times the opening gambits, 4 times the responding gambits, 7 times the linking gambits, twice for the uptaker and once for appealer.

3. turn : 21, gambit : 18 (2 turn without gambit)

this pair uses the opening gambits for 9 times, responding gambits for 3 times, linking gambits for twice, once for clarifier and 4 times for uptakers.



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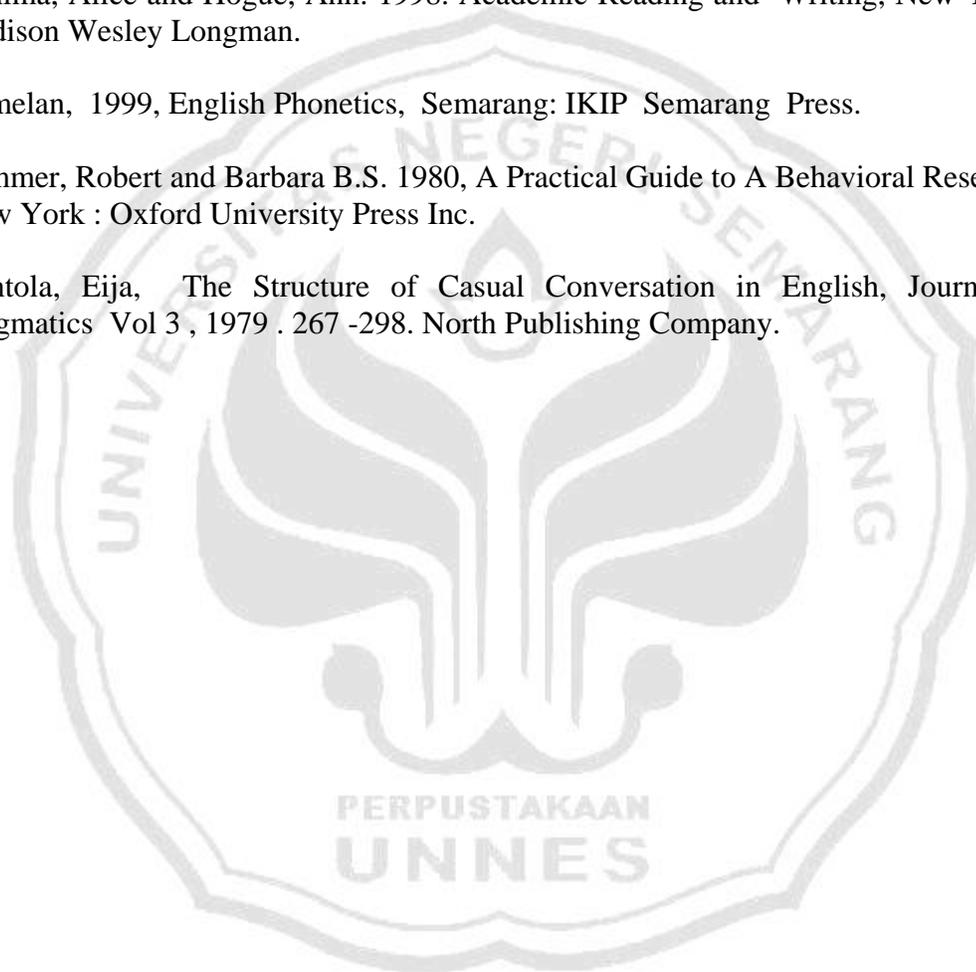
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GAMBIT IN CONVERSATION

Catatan Dari Bu Helen :

Friday : 7.45 at PPS : Thesis Consultation.

1. *Obviously* ... = mood adjunct
2. find the interaction between gambit and the following speech.
3. Gambits suggest the speech function.
4. Gambits determine the speech function .
5. See the mood of the following Gambit.
6. Frankly speaking colour the interpersonal meaning.(have different speech function based on the speech that follows after Frankly speaking >
7. What follow gambit = speech function.
8. Gambit : determine speech function of the speech followed: demand or giving information.
9. Analisa mood tidak semua , clause yang ada gambitnya saja.
10. Gambits color the interpersonal meaning of the clause after it.

Theory : 1. Interpersonal meaning
2. Speech Function.

Catatan Ke 2 : Bimbingan 29 Agustus 2005

1. Research Question diubah : → Which group uses more gambits?
2. Purpose of study : → to describe gambits used by The English & Non English Department. → to describe the frequency of gambits.
3. Analisa Speech Function dalam move yang ada gambit , dibuat tersendiri.:
→ Gambit +clause = speech function, Mood.
4. Unit 3 3 : elaborate : jelaskan rencana speech function & rencana mood analisis

my opinion, giving opinion.
What do you think ? demand opinion : interpersonal.
Probably, I ;.....

APPENDIX 1

Conversation 4 :

D: Hi. Fajar. **Actually** ...It is so boring waiting for the next lesson to just stay in the classroom.

F : **You're right.**

D : **Actually** I'm feel hungry. Will you accompany me go to canteen now?

F : **OK.** Let's go !

(In canteen)

F :**To be honest** the food in this canteen are not too delicious and they just serve a little bit menu. **That's just my opinion.**

D : **So** ,... where should we go ?

F :**May I know**, Which do you prefer, meatball or Mc Donald?

D :I don't have much money to buy some food in MC Donald. Meatball first ... **Do you agree?**

F : **OK.** Let's get in now...!

(In Meat ball café)

F : IS it your favourite menu?

D :**Actually**, I don't like eating meatball but it's rather well.

Frankly speaking... Which do you like, traditional or modern food?

F :**To be honest**, I prefer modern food. I 'm a teenager!! Maybe many people say that traditional food is safer to our body but fast food or modern food has negative effect to our body.

D :**I agree**, In modern life we must get anything in a short time especially in food. SO we can consume fast food that are sold in MC Donald, KFC and the other store..

F :**What's your opinion?** DO you think that that it is your responsibility on healthy?

D : **I don't think so, but it is important to know.** I have ever known that fast food contain additive substance. This substance is difficult to be process in our liver.

F : **Frankly speaking** ...oh it's very – very dangerous

D :Hm... I'm full now... have you finished eating meatball?

F : **Yes**...

D : **OK.** Let's go home now. Bye

**Analysis on Gambits
On Conversation 4**

NO	GAMBITS	TYPE OF GAMBIT	PURPOSE
1	Actually	Opening	Stating An Unpleasant Thought
2	You' re right	Responding	Giving positive respond to the addressee's statement
3	Actually	Opening	Stating an unpleasant though
4	To be honest	Opening	Stating an unpleasant though
5	That's just my opinion	Opening	Stating current affair
6	So	Linking	Finishing debating.
7	May I know	Opening	Asking for information
8	Do you agree ?	responding	Getting to know someone
9	OK	Appealer	Agreeing to do something
10	Actually	Opening	An Unpleasant Thought
11	Frankly speaking...	Opening	An Unpleasant Thought
12	To be honest,	Opening	An Unpleasant Thought
13	I agree	Responding	Crowd Reaction
14	I don't think so,	Responding	Disagreeing
15	but it is important to know.	Opening	The main thing
16	Frankly speaking	Opening	An Unpleasant Thought
17	OK	Appealer	Agreeing to do something

**Analysis on Mood and Speech Function
On Conversation 4 :**

NO	MOVE	MOOD	SPEECH FUNCTION
	<i>Hi</i> , Fajar	Minor, Formulaic	Attending
1	<i>Actually</i> ...It is so boring waiting for the next lesson	Declarative	Giving information
2	<i>Actually</i> I'm feel hungry	Declarative	Giving information
3	<i>OK</i> . Let's go !	Imperrative	Command
4	<i>To be honest</i> the food in this canteen are not too delicious	Declarative	Giving Information
5	<i>and</i> they just serve a little bit menu. <i>That's just my opinion</i> .	Declarative	Adding information
6	<i>So</i> ,... where should we go ?	Wh Interrogative	Questioning
7	<i>May I know</i> , Which do you prefer, meatball or Mc Donald?	Modal Interrogative	Asking preference
8	Meatball first ... Do you agree?	Polar Interrogative	Questioning
9	Actually , I don't like eating meatball but it's rather well.	Declarative	Statement
10	Frankly speaking ... Which do you like, traditional or modern food?	Wh Interrogative	Commanding
11	To be honest , I prefer modern food.	Declarative	Statement
12	<i>I agree</i> , In modern life we must get anything in a short time	Declarative	Stating agreement
13	<i>What's your opinion?</i> Do you think that that it is your responsibility on healthy?	Wh Interrogative	Asking opinion
14	<i>I don't think so, but it is important to know</i> . I have ever known that fast food contain additive substance	Declarative	Contradicting
15	: <i>Frankly speaking</i> ...oh it's very – very dangerous	Declarative	Statement
16	<i>OK</i> . Let's go home now. Bye	Imperative	Ending conversation

Conversation 5 :

R : Hi Titis what are doing here?

T : **Well** ... I Just reading the newspaper. Killing the time.

R: **Anyway**... Do you have class after this ?

T: **Sure**, I have an English class. **By the way** And what are you doing here?

R : **Well** I am looking for a book.

T : **May I know** What book are you looking for?

R :I'm looking for a mathematics book.

T : **Oh**... that's a serious book.. **By the way** Rian What is your favorite subject?

R : **Certainly**....My favorite subject is English.

T : Why do you like this subject, Rian?

R : I like this subject **because**.. I can enjoy and understand when I am studying English.

T : **I agree with you because** I like English since I was in elementary school.

R : **And other thing**, What is the subject that you don't like most?

T : **Well ... I think**... is Economic theory. It's very boring.

R : That's just not true. I like that subject, because we need that for our job someday.

T : **OK**. Thank you. Rian, **do you think** that all the subjects that we are learning now is useful for our next work?

R : Yes, **I think so. Because** if we know the basic we do the next work easily.

T : **Well**.. what is the most difficult subject for you?

R : **In my opinion**, that is accounting management

T : **What do you think** about the most useful and practical ..

T : What do you think about the most useful and practical subject ?

R : .I'm sure that's must be practical English.

T : **For this reason**, do you feel confident with your skill for, reading, writing, listening & speaking ?

R : **Um... I'm not quite sure** but I'll try to keep improving my ability.

T : **By the way Rian**, do you have suggestion for me to improve my language skill?

R : **OK. First** of all you have to like English. **Secondly** you have to always improve your English. And the **third** is never stop learning.

T : Thank you for your suggestion. Have you tried to do a small jobs

such as translating, guiding, teaching and others?

R : No.. never, May be next time... I'll try.

T : **Finally**... do you feel proud to study here?

R : **Certainly**, I feel proud to study here because we do not only getting the information but it can be useful for our future.

T ; **Thanks**. I'm sorry I have to leave you now because I have another class. Bye

R : **It's OK you right**, Bye

**Analysis on Gambits
Conversation 5:**

NO	GAMBIT	TYPE OF GAMBIT	PURPOSE
1	Well	Uptaker	Filler
2	Anyway	Opening gambit	To return to the topic
3	<i>Sure</i>	Opening	Conviction
4	<i>By the way</i>	Opening	Changing Subject
5	<i>Well</i>	Uptaker	Filler
6	<i>May I know</i>	Opening	Asking for information
7	<i>By the way</i>	Opening	Changing Topic
8	<i>Certainly</i>	Opening	Current Affairs
9	<i>Because</i>	Linking	Getting The Reason
10	<i>I agree with you</i>	Responding	Agreeing
11	<i>And other thing</i>	Linking	Adding Things
12	<i>Well ... I think</i>	Opening	Current affairs
13	<i>OK.....,</i>	Uptaker	Agreeing the opinion
14	I think so	Responding	Agreeing
15	<i>Because</i>	Linking	Getting The Reason
16	<i>Well..</i>	Uptaker	Filler
17	<i>In my opinion</i>	Opening	How something affects you
18	<i>For this reason</i>	linking	Have you got the reason: Continuing
19	<i>Um... I'm not quite sure</i>	responding	Wrong
20	<i>By the way</i>	Opening	Changing the Subject
21	<i>OK.</i>	Uptaker	Agreeing the opinion
22	First	Opening	Telling Story
23	<i>Second</i>	Opening	Telling Story
24	<i>Third</i>	Opening	Telling Story
25	<i>Finally</i>	Opening	Listing The Excuses
26	<i>Certainly,</i>	Opening	Breaking in
27	<i>It's OK</i>	Appealer	Accepting
28	<i>You're right</i>	Responding	Right or wrong

**Analysis on Mood and Speech Function
On Conversation 5**

NO	MOVE	MOOD	SPEECH FUNCTION
	Hi Titis what are doing here ?	Minor Formulaic	Attending
1	<i>well</i> ... I Just reading the newspaper	Declarative	Giving Information
2	<i>Anyway</i> ... Do you have class after this ?	Polar Interrogative	Questioning
3	<i>Sure</i> , I have an English class	Declarative	Giving Information
4	<i>By the way</i> And what are you doing here?	Wh interrogative.	Changing topic
5	<i>well</i> I am looking for a book	Declarative	Giving Information
6	<i>May I know</i> What book are you looking for?	Modal-Interrogative	Questioning
7	<i>By the way</i> Rian What is your favorite subject?	Wh-interrogative	Questioning
8	<i>Certainly</i>My favorite subject is English.	Declarative	Answering
9	<i>because</i> .. I can enjoy and understand when I am studying English.	Modal Declarative	Enhance
10	<i>I agree with you because</i> I like English since I was in elementary school	Declarative	Accept
11	<i>And other thing</i> , What is the subject that you don't like most?	Wh Interrogative	Questioning; Contradiction
12	<i>Well ... I think</i> ... is Economic theory	Declarative	Answering
13	<i>do you think</i> that all the subjects that we are learning now is useful for our next work?	Polar Interrogative	Asking opinion

14	Because if we know the basic we do the next work easily.	Declarative	Giving reason
15	Well.. what is the most difficult subject for you?	Wh Interrogative	Asking opinion
16	For this reason, do you feel confident with your skill for, reading, writing, listening & speaking ?	Polar Interrogative	Asking for opinion
17	Um... I'm not quite sure but I'll try to keep improving my ability.	Declarative	Answering
18	By the way Rian, do you have suggestion for me to improve my language skill?	Polar Interrogative	Polite Command
19	OK. First of all you have to like English	Declarative	Giving information: Listing
20	Secondly you have to always improve your English.	Declarative	Giving information: Listing
21	And the third is never stop learning.	Declarative	Giving information: Listing
22	Finally... do you feel proud to study here?	Declarative	Asking opinion
23	Certainly, I feel proud to study here	Declarative	Assuring
24	It's OK you right, Bye	Declarative	Ending

Conversation 6

M : Hi , Nita How are you now?

A : **Well** I'm fine.

M : **By the way**, how about you final test? Can you do the test?

A : **I think** that the test is not too difficult. Surely I will get ... at least B+

M : oh.. you are really a good student.

A : **Yes, sure.**

M : **By the way**, do still remember our classmate in senior high school- Ayu?

A : Yes, **of course**. What's the matter with her?

M : She will make a big party next week. Do you get the invitation?

A : **Frankly Speaking**... no, I don't. What's the party?

M : **don't you know** about this news ? She will marry

A : No. Really really I don't know . How can she marry. She is only 19 years old. Right ?

M : According to the news that I heard, she will marry by accident with his boyfriend. **You know** MBA... How is your opinion?

A; **I think** I disagree with her marriage, **because** she has not been already adult and her behaviour is still childish. What about you? Do you agree?

M : **In my opinion**, getting married is OK. If she has got their own income and psychologically ready. I am sure their will success in their marriage.

A : Do you think do you find any advantages from this young marriage?

M : **In my case**, with this marriage, we can learn to be mature, learn how to arrange income and how to be a responsible person. **And the most important thing**, we do this for prayer to God.

A : **Oh** yes.. **you are right**. **So**, it depends on person. If they have to do that, they must have the correct responsible.

M : Oh .. I am sorry I just remember ,... I have another appointment right now. I have to go now.

A : **It's OK**. Nice to meet you Bye.

M : Nice to meet you too. ... Bye.

**Analysis on Gambits
On Conversation 6**

NO	GAMBITS	TYPE	PURPOSE
1	<i>Well</i>	Linking	Hesitation
2	<i>By the way</i>	Opening	Changing The Subject
3	<i>I think</i>	Opening	Current Affairs
4	<i>Yes, sure.</i>	Uptaker	Accepting
5	<i>By the way,</i>	Opening	Changing The Subject
6	<i>Yes</i>	Uptaker	Accepting
7	<i>of course</i>	Responding	Strong agreement
8	<i>Frankly Speaking</i>	Opening	Unpleasant Thought
9	<i>don't you know</i>	Opening	Asking for information
10	<i>You know</i>	Clarifier	Checking
11	<i>I think</i>	Opening	Personal Opinion
12	<i>because</i>	Linking	Getting the reason
13	<i>In my opinion</i>	Opening	Personal Opinion
14	<i>In my case</i>	Opening	How something affect you
15	<i>And the most important thing</i>	Opening	The main Fact
16	<i>Yes</i>	Uptaker	Accepting
17	<i>...you are right.</i>	responding	Right or wrong
18	<i>So</i>	Responding	Finish your story
19	<i>It's OK</i>	Uptaker	Accepting

**Analysis on Mood and Speech Function
On Conversation 6**

NO	CLAUSE	MOOD	SPEECH FUNCTION
	Hi , Nita How are you now?	WH Interrogative	Attending
1	<i>Well</i> I'm fine	Declarative	Responding
2	<i>By the way</i> , how about you final test?	WH Interrogative	Questioning
3	<i>I think</i> that the test is not too difficult.	Declarative	Giving Opinion
4	<i>By the way</i> , do you still remember our classmate in senior high school- Ayu?	Polar Interrogative	Questioning
5	<i>of course</i> , what's the matter with her?	Wh Interrogative	Agree
6	<i>don't you know</i> about this news ? She will marry	Polar Interrogative	Monitoring
7	<i>You know</i> MBA... How is your opinion?	Declarative	Monitor for clarifying
8	<i>I think</i> I disagree with her marriage,	Declarative	Disagree
9	<i>because</i> she has not been already adult	Declarative	Elaborate
10	<i>In my opinion</i> , getting married is OK	Declarative	Accept
11	<i>In my case</i> , with this marriage, we can learn to be mature	Declarative	Continue
12	<i>And the most important thing</i> , we do this for prayer to God.	Declarative	Statement
13	<i>So</i> , it depends on person.	Declarative	Accept
14	<i>It's OK</i> . Nice to meet you Bye.	Declarative	Agree for end

Conversation 1:

A: Hi Retno! What are you doing?

R : *Well ...um* ..I 'm reading a book. Literature book

A : *Can I ask*what for?

R : *of course*..for my thesis

A: AH... *really* your thesis? Have you prepare it at all ? *Actually*.. what's the title?

R : *oh .. my plan is* The influence of the power of true love to world. Struggling for life of the main character and Charles Dicken's great expectation..

A : *I think* ... it's a great novel. Can you tell me little bit about the story of this novel?

R ; I'm sorry ... it's secret. **OK**

A; Is it secret? *Really* ?: Just forget it! *Do you want* to ask me what my thesis is?

R : *I know I know* because you are a clever girl. *So, I am sure* you can do it well.

A : *Are you sure* ... Am I clever girl ?

R : Yes!

A : *Really* ?

R : yes

A : Forget it- forget it. *By the way**I want to ask you* about a serious thing. This is about our organization.

R : *oh ... damn*

A: ehm... *I want to claim you* that you are not a good leader. I see that you are a leader of HMPS our faculty, **but**... I have never seen that you have a special program for that. **But actually**... you have Rp. 1750.000 rupiahs. **OK. Be honest now** What is your responsibility about that?

R : I have a plan **but** ...*you know* I don't have any members. *Do you understand* about the differences about member and a committee?

A. I want to explain you **OK?**

R : Yess

A: *Actually*, the members are all the students here **but the problem is** ...You must make your own committee. *I think*you have your own committee.

R: *well* Widy as the vice ...

A : and *of course* I am your secretary. May be you can join me.

R : *You know*, I have ever told you.

A: *ok* ... I have ever heard.

R: *What about* next Monday for the meeting.

A :About the meeting, what about the proposal?

R : Later!...

A : Later? *Anyway* ... can you make a proposal?

R : *Actually*... I can but I am still learning , I'm afraid that my proposal is false.

A: Who is your teacher?

R : You !!

A : Hah ... **OK! I see** **What about** your planning ?

R : ehm ...

A: Saturday night. **OK !!**

R: I can't . **What about** next Monday... we will meet you! ??????

A: **Anyway** ... Do you want to join with Eko?

R: **well** ...I have ever told him and I want him to join with me.

R : **But** ... after he discuss it with Haryono. He said that it is not a good program.

Actually, he want to make another programme like home stay, stay at

hotel , better foundation etc.

A : **OK** !Haryono wants to make a program of homestay but the question is don't

you want to rent a hotel?

R : No, I want to a better time of that.

A : **really ?**

R : Yes, it's quite natural

A : **Are you sure** that you will get a lot of participant?

R : no, Most of the students in this faculty do not like to climb a mountain or having a camping.

A: **Well**, have you ever considered how many people who want to join you?

R: **In my case**, Its' about 20 to 30 percent.

A: Are you sure that they want to join their program? **In my opinion** most of our friend don't want to climb!

R: Yes, **you 're right**. that's is the trouble. **So**, I am still confused, now.

A: **To be honest**, do you know about Lagaria Wisanta ?

R : ha ... ha ?

A : **Frankly speaking**, Is he your boyfriend? **Right ? Ok?** Your boyfriend or not?

R: yeah .

A : EH he ... **I see** **I think** one kind of our good climbers and he has his own group. They have climbed to many times of mountains, **right ?** And they have ever told me that they want to climb Sindoro- Sumbing mountain

R : **you 're right**.

A : **Anyway**, do you want to join with them ?

R : yes **Of course**. Do you want to join us?

A : **Well, Um** ... wait-wait . what about your plan ?

R : oh I'm sorry I. I Forget it.

A: Hah... It's outside your relationship with Laga . **OK?**

R : **OK** I'm sorry.

A: **Will you tell me**, When we will held the meeting?

R : **OK. Next Monday**. Will you tell to Widy and others?

A : **Of course**, I will tell them at nine Saturday..

R : no. Monday not Saturday. **OK**

A.: Wait.. you got a lecture. **Right?**

R : **what about** at eleven o'clock.?

A : Eleven ? It's too early.

R : **So.... What about** at 1 o'clock pm.

A : **Yeah** ... I'll try to come. I want to tell them. **OK**. I want to have a lunch ... I'm hungry now. **DO** you want to follow me?

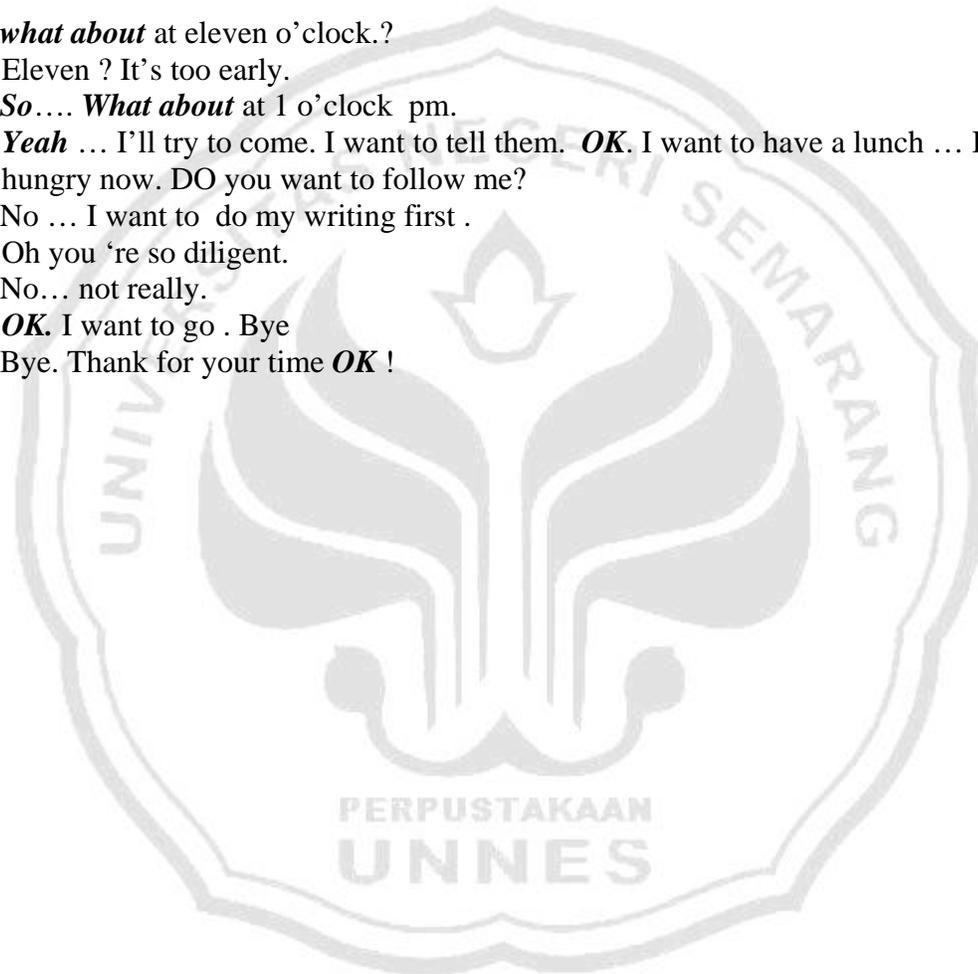
R : No ... I want to do my writing first .

A : Oh you 're so diligent.

R.: No... not really.

A : **OK**. I want to go . Bye

R : Bye. Thank for your time **OK** !



Analysis on Gambits

Conversation 1 :

NO	GAMBITS	TYPE	PURPOSE
1	<i>Well ...um</i>	Opening	Hesitation
2	<i>Can I ask</i>	Opening	Asking for information
3	<i>of course</i>	Responding	Strong Agreement
4	<i>Really</i>	Responding	Showing Interest
5	<i>Actually</i>	Opening	Unpleasant Thought
6	<i>oh .. my plan is</i>	Opening	Plan and counter plan
7	<i>I think</i>	Opening	Current Affairs
8	<i>OK</i>	Uptaker	Underlying
9	<i>Really</i>	Responding	Showing Interest
10	<i>Do you want</i>	Opening	Asking for information
11	<i>I know I know</i>	Responding	Getting to know someone
13	<i>Really ?</i>	Responding	Showing Interest
14	<i>By the way</i>	Opening	Changing The Topic
15	<i>I want to ask you</i>	Opening	Asking for Information
16	<i>oh ... damn</i>	Uptaker	Regretting
17	<i>I want to claim you</i>		
18	But	Linking	Popular misconception
19	<i>But actually</i>	Linking	Popular misconception
20	<i>OK.</i>	Uptaker	Emphasizing
21	<i>Be honest now</i>	Opening	Unpleasant Thought
22	<i>but ...you know</i>	Linking	Popular misconception
23	<i>Do you understand</i>	Responding	checking
24	<i>OK</i>	Uptaker	Emphasizing
25	<i>Actually,</i>	Opening	Unpleasant Thought
26	<i>but the problem is</i>	Linking	Expressing Your Reservation

27	<i>I think</i>	Opening	Current Affairs
28	<i>Well</i>		Hesitation
29	<i>of course</i>	Responding	Strong Agreement
30	<i>You know</i>	Clarifier	checking
31	<i>Ok</i>	Uptaker	Underlying
32	<i>What about</i>	Opening	Great Escape
33	<i>Anyway</i>	Opening	Interrupting
34	<i>Actually</i>	Opening	An Unpleasant Thought
35	<i>OK! I see</i>	Uptaker	Understand
36	<i>What about</i>	Opening	Plan and counterplan
37	<i>OK !!</i>	Uptaker	Agreeing
38	<i>What about</i>	Opening	Plan and counterplan
39	<i>Anyway</i>	Opening	Interrupting
40	Well ..but	Linking	Popular misconception
41	<i>Actually</i>	Opening	An Unpleasant Thought
42	<i>ok</i>	Uptaker	Agreeing
43	Really?	Responding	Strong Interest
43	<i>Well</i>	Linking	Filler
44	<i>In my case</i>	Opening	Personal Opinion
45	<i>In my opinion</i>	Opening	Personal Opinion
46	<i>You're right</i>	Responding	Right or wrong
47	<i>So</i>	Responding	Ending the argument
48	<i>To be honest</i>	Opening	An Unpleasant Thought
49	<i>Frankly speaking</i>	Opening	An Unpleasant Thought
50	<i>Right! Ok!</i>	Uptaker	Accepting
51	<i>I see... I think</i>	Uptaker	Current affairs
52	<i>Right!</i>	Responding	Right or wrong
53	<i>You're right</i>	Responding	Right or wrong
54	Anyway	Opening	To return to the topic
55	<i>Of course</i>	Responding	Strong Agreement
56	<i>Well .. um</i>	Opening	Hesitation Phrases
57	<i>OK</i>	Uptaker	Agreeing

58	OK	Uptaker	Accepting
59	<i>Will you tell me?</i>	Opening	Demanding Information
60	OK.!	Uptaker	Agreeing
61	<i>Of course</i>	Responding	Strong Interest
62	OK	Uptaker	Agreeing
63	Right	Responding	Agreeing
64	What about ?	Opening	Plan and counterplan
65	So, what about ?	Opening	Plan and counterplan
68	<i>Yeah...</i>	Uptaker	Agreeing
69	OK	Uptaker	Accepting
70	OK	Uptaker	Accepting
71	OK	Uptaker	Accepting



Analysis on Mood and Speech Function

Conversation 1

NO	CLAUSE	MOOD	SPEECH FUNCTION
1	<i>Well ...um ..I 'm reading a book</i>	Declarative	Statement
2	<i>Can I askwhat for?</i>	Polar interrogative	Questioning
3	<i>of course. ...for my thesis</i>	Declarative: ellipsis	answering
4	<i>... really your thesis?</i>	Declarative: ellipsis	Assuring
5	<i>Actually.. what's the title?</i>	Wh Interrogative	Questioning
6	<i>oh .. my plan is The influence of the power of true love to world</i>	Declarative	Giving Information
7	<i>I think ... it's a great novel</i>	Declarative	Giving Opinion
8	<i>it's secret. OK</i>	Declarative	
9	<i>Really ? : Just forget it!</i>	Minor	Assuring
10	<i>Do you want to ask me what my thesis is</i>	Polar Interrogative	Questioning
11	<i>I know I know because you are a clever girl.</i>	Declarative	Acknowledge
12	<i>So, I am sure you can do it well.</i>	Declarative	Acknowledge
13	<i>Are you sure ... Am I clever girl ?</i>	Polar Interrogative	Questioning
14	<i>By the way ...I want to ask you about a serious thing</i>	Declarative	Questioning
15	<i>... I want to claim you that you are not a good leader</i>	Declarative	Judging
16	<i>but... I have never seen that you have a special....</i>	Declarative	Contradicting
17	<i>But actually... you have Rp. 1750.000 rupiahs.</i>	Declarative	Giving Information
18	<i>OK. Be honest now What is your responsibility about that?</i>	Imperative	Command
19	<i>I have a plan but...</i>	Declarative	Contradict
20	<i>you know I don't have any members</i>	Declarative	Monitor
21	<i>Do you understand about the differences about member and a committee?</i>	Polar Interrogative	Questioning
22	<i>I want to explain you OK?</i>	Declarative	Monitoring
23	<i>Actually, the members are all the students here</i>	Declarative	Giving Information
24	<i>but the problem is ... You must make your own committee</i>	Declarative	Contradict
25	<i>I thinkyou have your own committee</i>	Declarative	Giving Opinion

26	<i>well</i> Widy as the vice ...	Declarative:Ellipsis	Statement
27	and <i>of course</i> I am your secretary	Declarative	Statement
28	<i>You know</i> , I have ever told you.	Declarative	Monitor
29	<i>ok</i> ... I have ever heard.	Declarative	Acknowledge
30	<i>What about</i> next Monday for the meeting.	Wh Interrogative	Questioning
31	<i>Anyway</i> ... can you make a proposal?	Polar Interrogative	Questioning
32	<i>Actually</i> ... I can but I am still learning	Declarative	Answer
33	<i>I see</i> ... <i>What about</i> your planning ?	Wh Interrogative	Questioning
34	Saturday night. <i>OK !!</i>	Declarative : Minor	Answer
35	<i>What about</i> next Monday ?	Wh Interrogative: Minor	Giving Option
36	<i>Well</i> ...I have ever told him.	Declarative	Informing
37	<i>Well</i> , Haryono wants to make a program of home stay	Declarative	Statement
38	<i>but the question is</i> don't you want to rent a hotel?	Declarative	Questioning
39	<i>Well</i> it's quite natural	Declarative	Statement
40	<i>Are you sure</i> that you will get a lot of participants?	Polar Interrogative	Assuring
41	<i>To be honest</i> , no	Declarative	Contradict
42	<i>In fact</i> , most of the students in this faculty do not like to climb a mountain or having a camping.	Declarative : Full	Giving Information
43	<i>By the way</i> , have you ever considered how many people who want to join you?	Polar Interrogative	Questioning
44	<i>To be honest</i> , its' about 20 to 30 percent.	Declarative	Answering
45	<i>Are you sure</i> that they want to join their program?	Polar Interrogative	Assuring
46	<i>I think</i> most of our friend don't want to climb!	Declarative	Giving Opinion
47	<i>you 're right</i> . that's is the trouble.	Declarative	Acknowledge
48	<i>It's OK</i> ...will you discuss this again, next week?	Declarative	Accept
49	<i>surely</i> . I'm sorry bye-bye	Declarative	Agree

Conversation 2:

R : Hi, Good Afternoon friend. How are you today ?

F ; *well*, I am fine but I tired and feel bored ,now, because in the last class I can't understand what the teacher said.

R: *by the way*, you don't have any lesson after this, don't you?

F : No, I haven't and you ?

R : I m free after this. *By the way*, I would like to know .. um we are in the sixth grade, right and *May I know.....* what is your favorite subject?

F : *To be honest*, I like prose subject, *because* we can improve our imagination and also we can know the other condition, and solve our problem with other problem. And you,Jo.

R : *Actually*, my favorite subject is ..poetry. *In my opinion*, it is interesting.

F : Are you a romantic man?

R : *well*, as mrs, Endang said, that romantic man is not always like poetry, romantic is a man who does what he likes, a man who follows his heart. If you say that I am a romantic man... *you're right*.

F : *Because in my opinion*, someone who likes poetry is a romantic man because he can show his romantic for his reading in poetry or someone who likes to give flowers, chocholate for his couple friend and *I think* when someone is romantic is always make a poetry like Shakespiere.

R : Sorry... *but actually I disagree with you* if you say man who has romantic sense is a man who gives flowers, give flowers, chocholate to his partner *I think* ... our people on the earth are romantic. *Because* all people must have given something to other people. *Because in my opinion, I agree* with Mrs. Endang's opinion. Romantic man is a man who follows his heart.

F: *By the way*. What is your reason to like poetry subject? From the lecturer or the subject ?

R : *Frankly speaking*, The lecturer is one of my reason. Because Mrs. Endang P is a nice and beautiful lady. *But .. unfortunately* she has just married. This subject is very interesting because *actually* I liked poetry since I was in Junior high school. I had tried to write poetry since I was in Senior high school. *So*. until now, I have several poems and I will still make my poem for myself and I have a half book of poems.

F : How do you like poetry? From what ? *Because in my opinion*, if we read poetry, *I think that's* it's very hyperbole. *In my mind*, The words in poetry are very-very hyperbole because in the fact, sometimes it is not suitable: between the poetry and the fact.

R : *The point is*, poetry is not to show the fact. But to show the feeling. *Well*. if you want to know the fact, I suggest you to read the newspaper. *To tell you the truth*, if you want to know the fact about poetry, you will get nothing. *I'm convinced*, in poetry, there a lot of words that we can't show the meaning just from one point of

view. Many people have different point of view. **By the way**, what is your favourite subject & lecturer ?

F : **Frankly speaking**, I prefer Prose subject and I like Mrs. Yulis and Mrs. Endang. Because they are very-very clever. But, **in my opinion**, there is a difference between them . **I personally feel**, Mrs Yulis can make socialization with student, she can make our class comfortable and make the students to understand the subject.. But to Mrs. Endang, I like her because she is very-very clever. She has large imagination and she can analyze many-many poetries and I like to follow this. What about you ?

R : **To be honest**, my favourite lecture is miss. Yulis, same with you . Because she is clever, democratic and she never look down her students and **what's more important**, she always gives the students the way out if they have problems. **Besides that, I think** Mrs. Rina and Agnes are nice. But I like Mrs. Rina and Mrs. Agnes when they are out of lesson. They are nice and helpful.

R : **OK**. Fanny. Sorry, I have to go now **because** my time is up I have to teach to my private student. See you tomorrow and we will continue our discussion. Bye.

F : It's **OK** Jo...bye ... nice to discuss with you.



**Analysis on Gambits
Conversation 2**

NO	GAMBITS	TYPE	PURPOSE
1	Well	Linking	Hesitation Phrases
2	<i>By the way</i>	Opening	Changing The Subject
3	<i>By the way</i>	Opening	Changing The Subject
4	<i>May I know</i>	Opening	Asking for Information
5	<i>To be honest</i>	Opening	An Unpleasant Thought
6	<i>Because</i>	Linking	Giving a good reason
7	<i>Actually</i>	Opening	An Unpleasant Thought
8	In my opinion	Opening	Personal Opinion
9	<i>Well</i>	Linking	Hesitation Phrases
10	<i>You' re right</i>	Responding	Agreeing
11	<i>Because in my opinion</i>	Linking	Having a good reason
12	<i>I think</i>	Opening	Personal Opinion
13	<i>But actually, I disagree with you</i>	Linking	Popular Misconception
14	<i>I think</i>	Opening	Personal Opinion
15	<i>Because</i>	Linking	Giving a good reason
16	<i>Because in my opinion</i>	Linking	Continuing
17	<i>I agree</i>	Responding	Agreeing
18	By the way	Opening	Changing The Topic
19	<i>Frankly speaking</i>	Opening	An Unpleasant Thought
20	<i>But ... Unfortunately</i>	Linking	Emphasizing point.
21	<i>Actually</i>	Opening	An Unpleasant Thought
22	<i>So</i>	Responding	Finishing the argument
23	Because in my opinion	Linking	Continuing
24	<i>I think that's</i>	Opening	Current Affairs
25	<i>In my mind</i>	Opening	Personal Opinion
26	<i>The point is</i>	Opening	The main Problem
27	<i>Well</i>	Linking	Hesitation
28	To tell you the truth	Opening	An Unpleasant Thought
29	<i>I'm convinced</i>	Opening	Conviction
30	<i>By the way</i>	Opening	Changing The subject
31	<i>Frankly Speaking</i>	Opening	An Unpleasant Thought
32	<i>In my opinion</i>	Opening	Personal Opinion
33	<i>I personally feel</i>	Opening	Personal Opinion
34	<i>To be honest</i>	Opening	An Unpleasant Thought

35	<i>What's more important</i>	Linking	Adding Thing
36	Besides that, I think	Linking	Giving reason
37	<i>OK</i>	Uptaker	Agreeing
38	<i>Because</i>	Linking	Giving a good reason
39	<i>OK</i>	Uptaker	Agreeing



**Analysis on Mood and Speech Function
Conversation 2**

NO	MOVE	MOOD	SPEECH FUNCTION
1	<i>well</i> , I am fine but I tired	Declarative	Statement
2	<i>by the way</i> , you don't have any lesson after this, don't you?	Declarative	Statement
3	<i>By the way</i> , I would like to know	Declarative	Statement
4	<i>May I know.....</i> what is your favorite subject?	Polar Interrogative	Questioning
5	<i>To be honest</i> , I like prose subject	Declarative	Statement
6	<i>because</i> we can improve our imagination	Declarative	Statement
7	<i>Actually</i> , my favorite subject is ..poetry	Declarative	Statement
8	<i>In my opinion</i> , it is interesting.	Declarative	Giving reason
9	<i>well</i> , as mrs, Endang said, that romantic man is not always like poetry	Declarative	Statement
10	If you say that I am a romantic man... <i>you're right.</i>	Declarative	Agreeing
11	<i>Because in my opinion</i> , someone who likes poetry is a romantic man	Declarative	Giving Opinion
12	<i>I think</i> when someone is romantic	Declarative	Giving opinion
13	<i>but actually I disagree with you</i> if you say man who has romantic sense is a man who gives flowers	Declarative	Contradiction
14	<i>I think</i> ... our people on the earth are romantic.	Declarative	Giving opinion
15	<i>Because</i> all people must have given something to	Declarative	Giving reason

	other people		
16	Because in my opinion, I agree with Mrs. Endang's opinion	Declarative	Prolong
17	By the way. What is your reason to like poetry subject?	Wh interrogative	questioning
18	Frankly speaking, The lecturer is one of my reason.	Declarative	Giving reason
19	But .. unfortunately she has just married.	Declarative	Contradiction
20	actually I liked poetry	Declarative	Prolong
21	So. until now, I have several poems	Declarative	Elaborate
22	Because in my opinion, if we read poetry	Declarative	Giving Opinion
23	I think that's it's very hyperbole	Declarative	Sustaining
24	In my mind, The words in poetry are very-very hyperbole	Declarative	Prolong
25	The point is, poetry is not to show the fact.	Declarative	Contradiction
26	Well. if you want to know the fact,	Declarative	Statement
27	To tell you the truth, if you want to know the fact	Declarative	Giving reason
28	I'm convinced, in poetry, there a lot of words	Declarative	Elaborate
29	By the way, what is your favourite subject & lecturer ?	Wh Interrogative	Questioning
30	Frankly speaking, I prefer Prose subject	Declarative	Giving information
31	in my opinion, there is a difference between them .	Declarative	Giving opinion
32	I personally feel, Mrs Yulis can make socialization with student	Declarative	Sustaining

33	<i>To be honest</i> , my favourite lecturer is miss. Yulis, same with you	Declarative	Giving opinion
34	<i>what's more important</i> , she always gives the students the way out	Declarative	prolong
35	<i>Besides that, I think</i> Mrs. Rina & Mrs. Agnes are nice.	Declarative	Elaborate
36	<i>OK.</i> , Fanny. Sorry, I have to go now	Declarative	Apologizing
37	<i>because</i> my time is up	Declarative	Giving reason
38	It's <i>OK</i> Jo...bye	Declarative Minor	Ending conversation



Conversation 3:

E : HI , Ika, What's up you look so worry. **Actually**.... what are you doing here?

I : **Well** , I 'm so tired. I 'm waiting for my boyfriend and he hasn't come yet! I fell bored.

E : **Oh really** ?.... **well**... what would you do now?

I : Just waiting. And what are you doing here?

E : **honestly** I just want to stay here, I just want to relax and what about you?

I : Yeah... **I think so**.

E : ah ... look she is pretty, isn't she?

I : Oh yeah ... she is pretty, **You're right**.

E : **What do you think** ? she is beautiful ?

I : **I 'm pretty sure** ... she is beautiful **and it looks like** She has the inner beauty too.

E : **May I know** ... what do you think about beauty ?

I : **For myself**.... Physical Beauty is not important , **I think** the most important is the inner beauty. The inside

E : **well** .. what kind of inner beauty , do you mean ?

I : **In my mind**... inner beauty comes from the inside. From our heart. You know what I mean ? Right ?

E : like what ?

I : **well** like ... someone if although her face is not too beautiful but she has some kind of beauty from her inside

E : like ...

I : yes.... **You re right**

E : **by the way** ... do have some tips for being beautiful ?

I : **Of course** ... I have some tips to have inner beauty . Do you want it?

E : **First** , you have to be yourself. **Second**, you have to be self confident . **and third**, develop to thanking to God.: avoid jealousy & revenge. I'll tell you in detail. Then Remember ! **first** you have to be yourself!

I : so ... what do you mean ?

E : **Well** ...It means be your own personality , don't imitate other. You have to be able to receive yourself more or less. **The main point**, don't ever feel that you are more or less than other. **On the other hand** , don't fell that you are less than others! If you feel that you imitate other you will be tired in your life. **That's just the point**

I : What about... if I still want to be someone else? **For example** my sister is better. I want to be like her Does it mean I loose myself?
morning SO if you want to have bright face.. so avoid sleeping after midnight.

I .: Oh yeah ... **and then** ?

E : do the exercise regularly. The healthy body will make you more energetic. If you want to have the healthy body, It's better for you to take the suitable exercise for you.

I : Why should we do that? I 'm so lazy to do the exercise like going to Gyms center. I fell bored you know?

E You must not go to the gyms, do the exercise like running, jogging .

It's cheaper than going to Gyms.

I : Oh .. I'm tired to do that Is there anything else or the step ?

E : Yes ... I have ... be humble. Every body appreciate those who are humble. She looks so having the inner beauty when she is so humitae ... to other. **You know?**

I : yess... **and then ?**

E : **I think** that is care about the environment. It is important everyone moreover girls like us to maintain the greenline I can't imagine when we people don not care about the environment . **I think** It is impossible when they called as having the inner beauty.

I : oh yes... how about discipline. Is that included ?

E : yes...**sure**. Generally the meaning of discipline is not lazy. On time. Being responsible .

I : **Can I ask you** ..in what way we must be discipline?

E : **of course** in anything ... you must be discipline. Like ...**you know**... most people in Japan are having discipline.

I : ah yess... what is the last ?

E : **the next step is** ... good at managing the emotion. **You know** what I mean ?

I : No, **of course not**. I don't understand.

E : It's simple. It is important to manage the emotion. How can we call that she is beautiful while she is easily get angry ? When you have the character like this, you have to try to decrease it . **Right ?**

I : oh ... that is the most difficult for me. I can't manage my emotion. So what can I do for that?

E : **The most important thing** You must be patient , you must be able to control your emotion. **And well** ... try to decrease it every time.

I : it sounds so hard. **And the next step ?**

E : **the next is** don't differentiate others. **Be sure** ... They will appreciate you if you don't differentiate him/her. **And the most important thing**, don't only make friends with those who are rich, clever, beautiful. If you differentiate other,

it will hurt your friend. Although your friend are from the poor , try to treat them well. **Just remember**, that everyone is equal.

I : **I know that**. Do you still have any tips?

E : Yes... **I have the last but not least...** is to keep smiling.

I : **Do you mean** .. I have to keep smile, every time, everywhere & to every one?

E: Yess.. **that's right**. Don't ever think that smiling is common and ... Smiling is simple but it takes an important role. **You can consider** it as the key of inner beauty

I : **Well** thank you very much, Ika. **Frankly speaking** ... I learn a lot today from you. Look, my boyfriend has come..**well** Sorry ... I have to go. It's nice to talk with you.

E : **Ok !** you welcome bye .

I : Thank you ...bye.



Analysis on Gambits
Conversation 3:

NO	GAMBITS	TYPE	PURPOSE
1	Actually	Opening	An Unpleasant Thought
2	<i>Well</i>	Uptaker	Filler
3	<i>Oh .. really ?</i>	Responding	Strong Interest
4	<i>Well</i>		Hesitation
5	<i>Honestly</i>	Opening	An Unpleasant Thought
6	I think so	Responding	Agreeing
7	<i>You're right</i>	Responding	Agreeing
8	<i>What do you think</i>	Opening	Asking Opinion
9	<i>I'm pretty sure</i>	Opening	Current Affairs
10	And it looks like	Linking	Take it for granted
11	<i>May I know</i>	Opening	Asking for Information
12	<i>For myself</i>	Opening	Personal Opinion
13	<i>I think</i>	Opening	Personal Opinion
14	<i>Well</i>		Hesitation
15	<i>In my mind</i>	Opening	Personal Opinion
16	<i>Well</i>		Hesitation
17	You're right	You're right	Responding
18	<i>Well</i>	Linking	Hesitation
19	<i>You're right</i>	You're right	Responding
20	<i>By the way</i>	Opening	Changing The Topic
21	<i>Of course</i>	Responding	Strong Interest
22	<i>First</i>	Opening	Listing Excuses
23	<i>Second</i>	Opening	Listing Excuses
24	And the third	Opening	Listing Excuses
25	<i>First</i>	Opening	Listing Excuses
26	<i>Well</i>	Uptaker	Filler
27	<i>The main point is</i>	Opening	The Main Thing
28	<i>On the other hand</i>	Linking	Seeing The Good Side
29	<i>That's just the point</i>	Clarifier	Underlying
30	<i>What about</i>	Opening	The great Escape
31	For example	Linking	Illustrating Your Point
32	<i>And then?</i>	Responding	Showing interest
33	<i>You know?</i>	Clarifier	Checking
33	<i>And then ?</i>	Responding	Showing interest

34	<i>I think</i>	Opening	Personal Opinion
35	I think	Opening	Personal Opinion
36	<i>Sure</i>	Opening	conviction
37	<i>Can I ask you</i>	Opening	Asking for Information
38	<i>Of course</i>	Responding	Strong Interest
39	<i>You know</i>	Clarifier	Checking
40	<i>The next step is</i>	Opening	Telling A story
41	<i>You know</i>	Clarifier	Checking
42	<i>Of course not</i>	Responding	Disagreeing
43	Right?	Responding	Right
44	<i>Well</i>	Responding	Hesitation
45	<i>The most important thing</i>	Opening	The Main Thing
46	<i>The next is</i>	Opening	Telling story
47	<i>Be sure</i>	Opening	Conviction
48	<i>And the most important thing</i>	Opening	The Main Thing
49	<i>Just remember</i>	Responding	Warning
50	I know that	Responding	Agreeing
51	<i>Do you mean?</i>	Responding	Restating
52	<i>That's right</i>	Responding	Right or Wrong !
53	<i>Well</i>	Responding	Hesitation
54	<i>Frankly speaking</i>	Opening	Unpleasant Thought
55	<i>Well</i>	Linking	Hesitation
56	<i>Ok</i>	Uptaker	agreeing

**Analysis on Mood and Speech Function
Conversation 3**

NO	MOVE	MOOD	SPEECH FUNCTION
1	<i>Actually</i> what are you doing here?	Wh Interrogative	Questioning
2	<i>Well</i> , I 'm so tired.	Declarative	Answering
3	<i>Oh really</i> ?.... <i>well...</i> what would you do now?	Interrogative	Questioning
4	<i>honestly</i> I just want to stay here,	Declarative	Answering
5	Yeah... <i>I think so.</i>	Declarative : minor	Supporting
6	she is pretty, <i>You're right.</i>	Declarative	Accepting
7	<i>What do you think</i> ? she is beautiful ?	WH Interrogative	Questioning
8	<i>I 'm pretty sure</i> she is beautiful	Declarative	Acknowledge
9	<i>and it looks like</i> She has the inner beauty too.	Declarative	Statement
10	<i>May I k now</i> ...what do you think about beauty ?	Polar Interrogative	Questioning
11	<i>For myself</i> Physical Beauty is not important	Declarative	Contradiction
12	<i>I think</i> the most important is the inner beauty.	Declarative	Statement
13	<i>well</i> ..what kind of inner beauty , do you mean ?	Wh Interrogative	Questioning
14	<i>In my mind</i> ... inner beauty comes from the inside	Declarative	Giving Opinion
15	<i>well</i> like ... someone if although her face is not too beautiful	Declarative	Supporting
16	yes.... <i>You re right</i>	Declarative	Accept
17	<i>by the way</i> ... do you have some tips for being beautiful ?	Polar Interrogative	Questioning
18	<i>Of course</i> ... I have some tips to have inner beauty	Declarative	Statement
19	<i>first</i> , you have to be yourself	Declarative	Statement

20	<i>Second</i> , you have to be self confident	Declarative	Statement
21	<i>and third</i> , develop to thanking to God	Imperative	Command
22	<i>Well</i> ...It means be your own personality	Declarative	Supporting
23	<i>The main point</i> , don't ever feel that you are more or less than other	Imperative	Command
24	<i>In addition</i> , don't feel that you are less than others	Imperative	Command
25	you will be tired in your life. <i>That's just the point</i>	Declarative	Statement
26	<i>What about</i> ... if I still want to be someone else?	Wh Interrogative	Questioning
27	<i>For example</i> my sister is better.	Declarative	Statement
28	<i>In my case</i> ...Don be like that !	Declarative	Statement
29	Because <i>I strongly believe that</i> you must be yourself.	Declarative	Supporting
30	<i>So</i> , I must be confident to be my self?	Declarative	Statement
31	so ... <i>what's next</i> ?	Wh Interrogative	Questioning
32	<i>Next</i> ...you must be confident means.....	Declarative	Command
33	<i>Because of that</i> you should develop your potential and talent .	Declarative	Supporting
34	ah yess ... <i>I see</i> . Then ?	Declarative	accept
35	Don't ever think the feeling of jeloussy never influence your face. <i>You got it ? Can you understand? See what I mean ?</i>	Imperative	Command
36	<i>what about if</i> ... some one feel jeleoussy to other people ?	Wh Interrogative	Questioning
37	Oh yess.... <i>I see</i> . What is the next tip?	Declarative	Accept
38	<i>The most important thing</i> ... try not to complain	Declarative	Command
39	Get closer to God. <i>Anything else?</i>	Polar Interrogative	Command

40	<i>the next is</i> ... avoid leaving going until mid nigh	Declarative	Command
41	So ... what do you mean ?	Wh interrogative	Questioning
42	Oh yeah ... <i>and then</i> ?	Interrogative : minor	Questioning
43	yess... <i>and then</i> ?	Interrogative : minor	Questioning
44	I think that is care about the environment.	Declarative	Statement
45	I think it is impossible when they called as having the inner beauty	Declarative	Contradiction
46	yes... <i>sure</i>	Declarative : minor	Supporting
47	Can I ask you ..in what way we must be discipline	Polar interrogative	Questioning
48	of course in anything ... you must be discipline	Declarative	Statement
49	you know ... most people in Japan are having discipline.	Declarative	Monitor
50	<i>the next step is</i> ... good at managing the emotion	Declarative	Statement
51	You know what I mean ?	Polar interrogative	Statement
52	of course not. I don't understand.	Declarative	Admitting
53	The most important thing You must be patient ,	Declarative	Statement
54	And well ... try to decrease it every time.	Imperative	Command
55	it sounds so hard. And the next step ?	Wh Interrogative	Questioning
56	<i>the next is</i> don't differentiate others.	Imperative	Command
57	Be sure ... They will appreciate you	Imperative	Command
58	And the most important thing , don't only make friends with those who are rich, clever, beautiful	Declarative	Statement

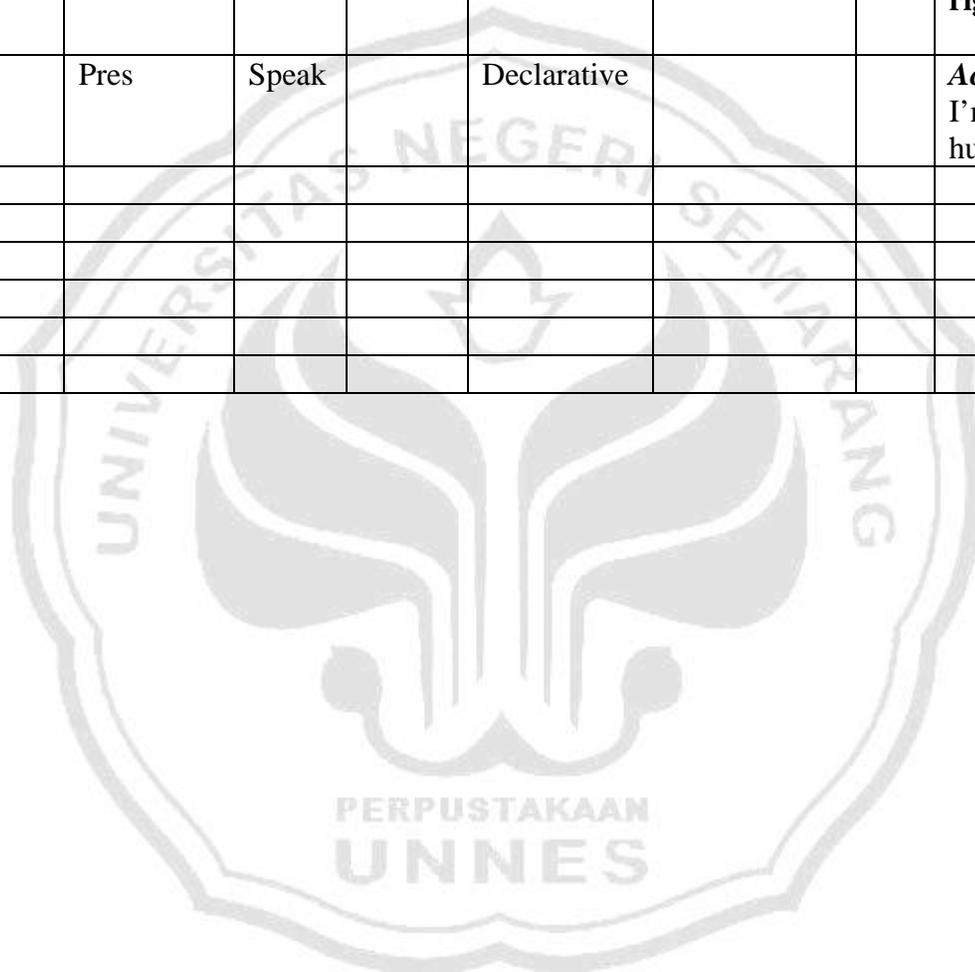
59	Just remember , that everyone is equal.	Imperative	Command
60	I know that . Do you still have any tips?	Declarative	Statement
61	I have the last but not least... is to keep smiling.	Declarative	Statement
62	Do you mean .. I have to keep smile	Polar Interrogative	Questioning
63	Yess.. that's right . Don't ever think that smiling is common	Declarative	Statement
64	Frankly speaking ... I learn a lot today from you.	Declarative	Statement
65	Ok ! you welcome bye .	Declarative	Statement



ANALYSIS :

Moods ON GAMBITS

Polarity	Imperative	Deictycity	Mood	Person	Indicative	Type	Move	Note
+		Pres			Declarative	Interrogative Yes- no Quest	Wh <i>Obviously</i> ...It is so boring.	
+		Press	Speak		Declarative		You're right.	
+		Pres	Speak		Declarative		<i>Actually</i> I'm feel hungry	



ANALYSIS ON GAMBITS :

Conversation 1 : Fajar & Dewi (FE)

NO	Gambits	Type of gambit	Title	Discourse Purpose
1	Obviously			
	You're right	Responding	Giving positive respond to the addressee's statement	Giving positive respond to the addressee's statement
2	Actually	Opening	An unpleasant though	
3	To be honest	Opening	Stating an unpleasant though	
4	That's just my opinion	Opening	Stating current affair	Statement
5	So	Linking	Finishing debating.	
6	May I know	Opening	Asking for information	Questioning
7	Do you agree ?	responding	Getting to know someone	Questioning
8	Actually	opening	An Unpleasant Thought	
9	Frankly Speaking	opening	An Unpleasant Thought	Informing
10	To be honest	opening	An Unpleasant Thought	
11	I agree	Responding	Getting to know someone	Statement
12	I don't think so	Linking Gambit	The Love Test : Mild disagreement	
	But it is important to know			Informing
13	Frankly Speaking	opening	An Unpleasant Thought	
14	Yes			

Conversation 2 :
Ryan & Titis :

NO	Gambits	Type of gambit	Title	Discourse Purpose	Speech Function
1	Well	Linking gambit	What you really mean	<u>Stating Filler</u>	<u>Statement</u>
2	Sorry				
3	Yes	Responding gambit	Right or wrong	Saying agreement	Acceptance
4	By the way	Opening Gambit	The Changing The Topic	Changing The topic	acknowledgement
5	By the way	Opening Gambit	The Changing The Topic	Changing The topic	Acknowledgement
6	Well	Linking gambit	What you really mean	<u>Stating Filler</u>	<u>Statement</u>
7	Because	Opening Gambit	Have you got the reason ?	Stating the reason	Statement
8	I agree with you	Responding Gambit	Getting to Know Someone	Stating agreement	Acceptance
9	And other thing	Linking Gambit	Adding Things	Giving more explanation.	Offer
10	Well.... I think	Opening Gambit	Guessing	Stating Prediction	Statement
11	Do you think				Asking
12	Yes	Responding gambit	Right or wrong	Stating agreement	Acceptance
	I think so	Responding Gambit	The Love Test Mild Agreement	Stating agreement	Acceptance
13	Because	Linking Gambit	Have you got the reason?	Saying Reason	Statement
14	Well	Linking gambit		Stating filler	Statement
15	In my opinion	Opening Gambit	Personal opinion	Giving opinion	Statement
16	What do you think				Question

Converssation 3 :
Meirina & Anitasari (FE)

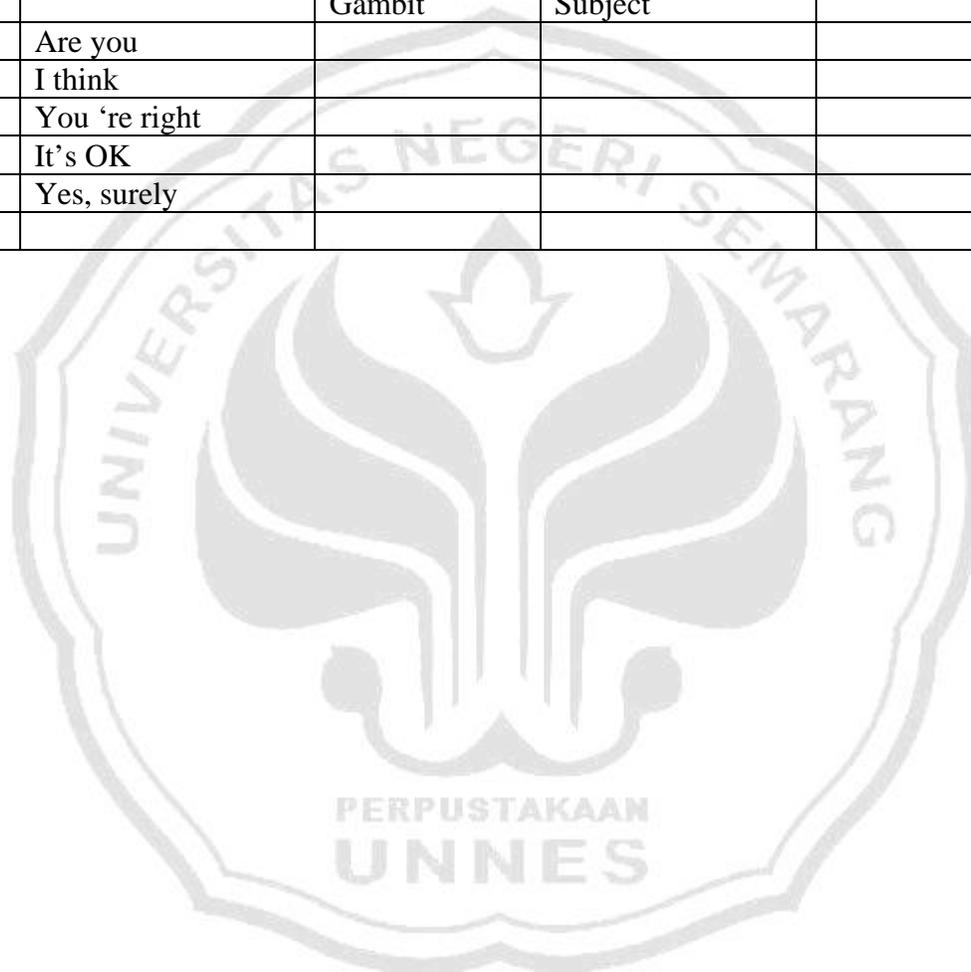
NO	Gambits	Type of gambit	Title	Discourse Purpose
1	<i>Well</i>	Linking gambit	What you really mean	
2	<i>By the way</i>	Opening gambit	Changing Topic	Changing Topic
3	<i>I think</i>	Opening gambit	Current Affairs	Stating personal Opinion
4	<i>Yes, sure</i>	Responding Gambit	Right or Wrong	Saying Agreement
5	<i>By the way</i>	Opening gambit	Changing the topic	Changing the topic
6	<i>Yes, of course.</i>	Responding Gambit	Right or Wrong	Saying agreement
7	<i>Frankly Speaking</i>	Opening gambit	Unpleasant Thing	Stating thing honestly
8	<i>You know</i>	Responding Gambit	Checking	Checking The Addressee
9	<i>I think</i>	Opening gambit	Current Affairs	Stating personal Opinion
10	<i>In my opinion</i>	Opening gambit	Personal Opinion	Stating personal Opinion
11	<i>In my case</i>	Opening gambit	How Something Affects you	Expressing personal Experience
12	<i>And the most important thing</i>	Opening gambit	The Main Thing	Giving Emphasis
13	<i>Oh yes.. you are right. So</i>	Responding Gambit	Right & Wrong	Saying Admittance
14	<i>It's OK</i>	Responding Gambit	Right or Wrong	Saying

Conversation 3 :
Afifah & Retno (ENGLISH)

NO	Gambits	Type of gambit	Title	Discourse Purpose
1	Well ... um	Linking Gambit	What you really Mean.	
2	Can I ask	Opening Gambit	Asking Information	Asking Information
3	Of course	Responding Gambit	The Love Test :Strong Agreement	Stating An agreement
4	Really ?	Responding Gambit	Showing Interest!	Showing an interest toward something
5	Actually	Opening Gambit	An Unpleasant Thought	Showing
7	I think	Opening Gambit	Current Affairs	
8	I'm sorry			
9	Ok	Responding Gambit	Right or Wrong	
10	Really ?	Responding Gambit	Showing Interest!	
11	Do you want	Opening Gambit	Asking information	
12	I am sure			
13	Are you sure	Opening Gambit	Asking information	
14	Yes	Responding Gambit	Right or Wrong	
15	Really?	Responding Gambit	Showing Interest!	
16	Yes	Responding Gambit	Right or Wrong	
17	By the way	Opening gambit	Changing The Subject	
18	I want to ask you	Opening Gambit	Asking Information	
19	Oh damn			
20	I want to claim you			

21	I see	Responding Gambit	Uptaker	
22	But			
23	But actually			
24	OK be honest now			
25	But ... you know	Responding Gambit	Clarifier	
26	Do you understand	Responding Gambit	Checking	
27	I think	Opening Gambit	Current Affairs	
28	Well	Linking Gambit	What you really Mean	
29	Of course	Responding Gambit	Crowd Reaction.	
30	You know	Responding Gambit	Clarifier	
31	Yes	Responding Gambit	Right or Wrong	
32	What about			
33	Anyway	Opening Gambit	Interrupting Game	
34	Actually	Opening Gambit	An Unpleasant Thing	
35	Ok	Responding Gambit	Right or Wrong	
36	I see	Responding Gambit	Uptaker	
37	What about	Opening Gambit	Plan and counterplan	
38	OK	Responding Gambit	Right or Wrong	
39	What about	Opening Gambit	Plan and counterplan	
40	Well	Linking gambit	What you really mean	
41	But	Opening Gambit	Plan and counterplan	
42	Well	Linking gambit	What you really mean	
43	But the question is	Linking gambit	EmphasisingThing	

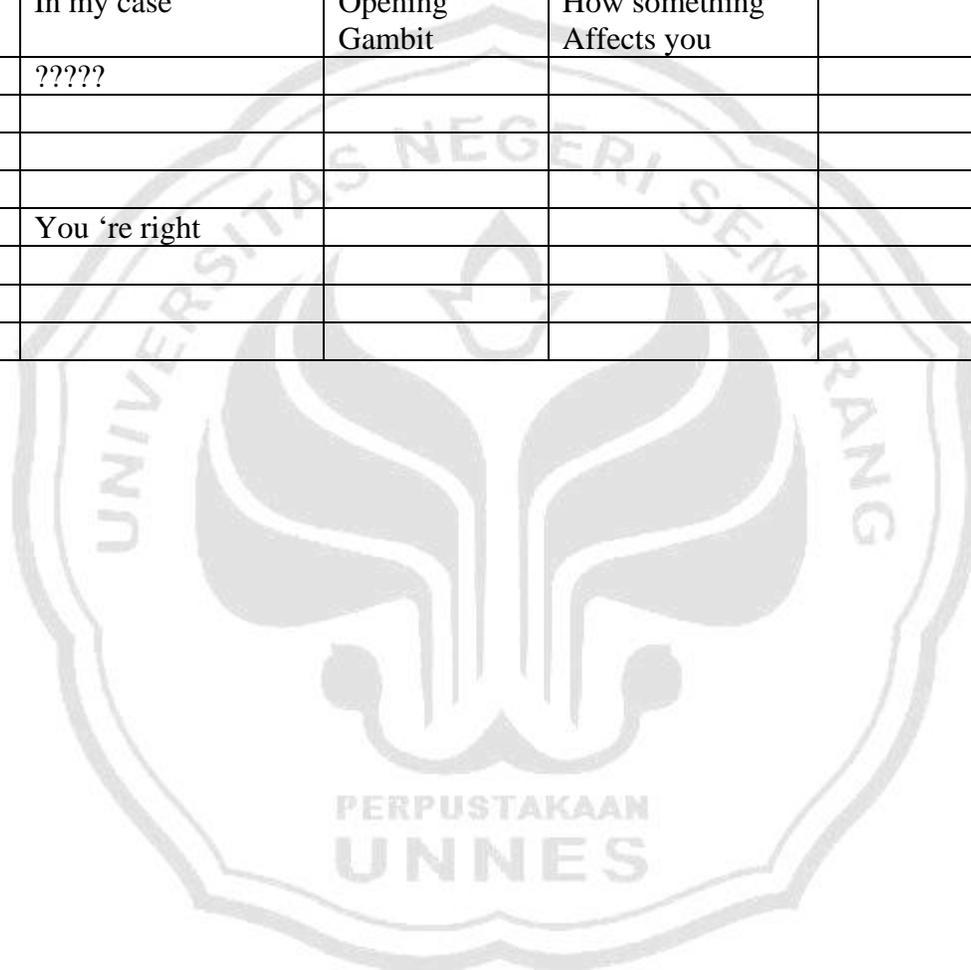
44	Really	Responding	inkbolts	
45	Yes	Responding Gambit	Right or Wrong	
46	Are you sure			
47	To be honest	Opening Gambit	An Unpleasant Thought	
48	In fact	Linking Gambit	Popular Misconception	
49	By the way	Opening Gambit	Changing The Subject	
50	Are you			
51	I think			
52	You 're right			
53	It's OK			
54	Yes, surely			



Conversation 5 :
Fani & Raharjo

NO	Gambits	Type of gambit	Speech Function	
1	Oh well	Linking gambit	What you really mean	
2	Because			
3	How about you			
4	To be honest	Opening Gambit	An Unpleasant Thought	
5	But by the way	Opening Gambit	Changing The Subject	
6	Certainly			
7	By the way	Opening Gambit	Changing The Subject	
8	Right ?			
9	May I know?	Opening Gambit	Asking for information	
10	Oh ... only			
11	How about you Jo ?	Opening Gambit	Plan and Counterplan	
12	Actually			
13	In my mind	Opening Gambit	Personal Opinion	
14	Well			
15	That's just the point			
16	You're right	Responding Gambit		
17	Because in my opinion	Opening Gambit	Personal Opinion	
18	Do you agree			
19	But actually			
20	I disagree with you			
21	Because in my opinion			
22	By the way	Opening Gambit	Changing The Topic	
23	Well			
24	To be honest			
25	Because			

26	But unfortunately	Linking Gambit	Popular Misconception	
27	I'm convinced	Opening Gambit	A Conviction	
28	Because in my opinion			
29	I think that	Opening Gambit	Current Affair	
30	To be realistic			
31	In my case	Opening Gambit	How something Affects you	
	?????			
	You 're right			



IKHA & ERNI

NO	Gambits	Type of gambit	Speech Function	
1	Actually	Opening Gambit	An Unpleasant Thought	
2	Well	Linking Gambit	What you really Mean	
3	Oh really ?	Responding Gambit	Showing Interest	Questioning
4	well	Linking Gambit	What you really Mean	
5	Honestly	Opening Gambit	An Unpleasant Thought	
6	I think so	Responding Gambit	Mild Agreement	
7	You're right			
8	What do you think ?			
9	I'm pretty sure	Opening Gambit	A Conviction	
10	And it looks like ...	Opening Gambit	Guessing	
11	May I know	Opening Gambit	Asking for Information	
12	For myself	Opening Gambit	Personal Opinion	
13	I think	Opening Gambit	Current Affairs	
14	Well	Linking Gambit	What you really Mean	
15	It means			
16	Well	Linking Gambit	What you really Mean	
17	You're right	Responding Gambit	Right or Wrong !	
18	By the way	Opening Gambit	Changing The Topics	
19	Of course			
20	First	Opening Gambit	Action in Order	
21	Second	Opening	Action in Order	

		Gambit		
22	Third	Opening Gambit	Action in Order	
23	The main point	Opening Gambit	The Main Thing	
24	In addition	Linking Gambit	Give A Reason	
25	That's just the point	Linking Gambit	Emphasizing Thing	
26	What about	Opening Gambit	Plan and Counterplan	
27	For example	Linking Gambit	Illustrating Your Point	
28	I strongly believe	Opening Gambit	A Conviction	
29	So	Linking Gambit	Finishing Your Story	
30	Of course			
31	What's next?			
32	The next is	Opening Gambit	Action in Order	
33	Because of that	Linking Gambit	Have you got a Reason : Continuing	
34	I see	Responding Gambit	Agreeing	
35	Then ?			
36	You got it ?	Responding Gambit	Checking Gambit	
37	Can you understand?	Responding Gambit	Checking Gambit	
38	I see	Responding Gambit	Agreeing	
39	The most important thing	Opening Gambit	The Main Thing	
40	Yes.			
41	Oh yeah... and then ?			
42	Yes, and then ?			
43	I think	Opening Gambit	Current Affair	
44	I think	Opening	Current Affair	

		Gambit		
45	Yes... sure			
46	Can I ask you ?		Asking for Information	
47	Of Course			
48	The next step is			
49	You know	Responding Gambit	Clarifier : cajoler	
50	The next step is			
51	You know	Responding Gambit	Clarifier : cajoler	
52	No, of course not			
53	The most important thing	Opening Gambit	The Main Thing	
54	And .. well			
55	And the next step	Opening Gambit	Actions in order	
56	The next is	Opening Gambit	Actions in order	
57	Be sure			
58	And the most important thing	Opening Gambit	The Main Things	
59	Just remember			
60	I know that	Responding gambit		
61	I have the last but not least			
62	Do you mean			
63	Yes that's right			
64	You can consider			
65	Well			
66	Frankly speaking			
	Sorry			

Data 5 :

Masrifan & siti lailatul :

SL : Hi, friend, How are you ? Here is your book, I have finished reading it. Thank's A lot!

M : I'm fine and You are welcome. **Anyway**.... Do you get an invitation on Maya's Birthday party tonight?

SL : Yes, I do and I am very excited .by the way

M : **BY the way** there is a dress course for it.

Sl : **really?**

M : **I think**.... you have to read it carefully.

SL : **Yes ... I think so**.. Could tell me what is threescore is?

M : **of course** ... the thresscore is jean.

SL : Jeans ? **really?**

M Yes ... what's wrong ?

SL : Nothing .. I am just surprised!

M : **Really?** why ?

SL : Because I have never wearing jean when I go to the party.

M : well.... At first, I am also surprise like you. But maya wants the informal party so she wants whoever comes to the party wearing jean.

SL : **Oh I see**.... If I am not mistaken. We have to go with our partner.

M . **Oh you are right**.

Sl : With whom you will come there ?

M : **Of course** I will go there with my girl friend. How about you ?

Sl Oh I'm still confused.

M : Why ?

SL : **To be honest** I don't have boyfriend.

M : **Oh I see**... but don't worry because you can go there with your brother or your friend.

SL : **You're right**. Why I don't think about that.

M : **well**... I here that there will be a band.

SL How do you know it ?

M : **Frankly speaking** , ... I know it from my friend.

SL Your friends?

M : yess.. because my friend is the event organizer of the party.

SL Hm.... That's cool .Where the party will be held?

M : In the café.

SL : Must we bring the invitation ?

M : yes , we must .

SL ... Oh no...

M : What's wrong?

ST **I think**.... I am losing it.

M : How come?

SL : When I received it, I put it on the table. When I wanted to read it , it disappeared.

M : have you looked for it ?

SL : Yes I have, but I can not find it. But wait a minute... **I think** I remember something.

M : remember what ?

SL : **I remember** that my sister have... put it into somewhere else but I don't know where. **I think** ..I 'll ask her later.

M. Thank's God. You are not loosing it.

M : **By the way** Have you decided with whom will you go to the party ?

SL : maybe I will go with my brother.

M : It's good.

SL What time will you go there?

M : ehm ... maybe at seven o'clock. How about you?

SL: Yeah me too.... I will go there at seven o'clock.

M : I'm sorry I will go now..

SL : What's wrong?

M : **well to be honest** ... I have an appointment with my friend.

SL OK ... see you later ,

M : see you

