

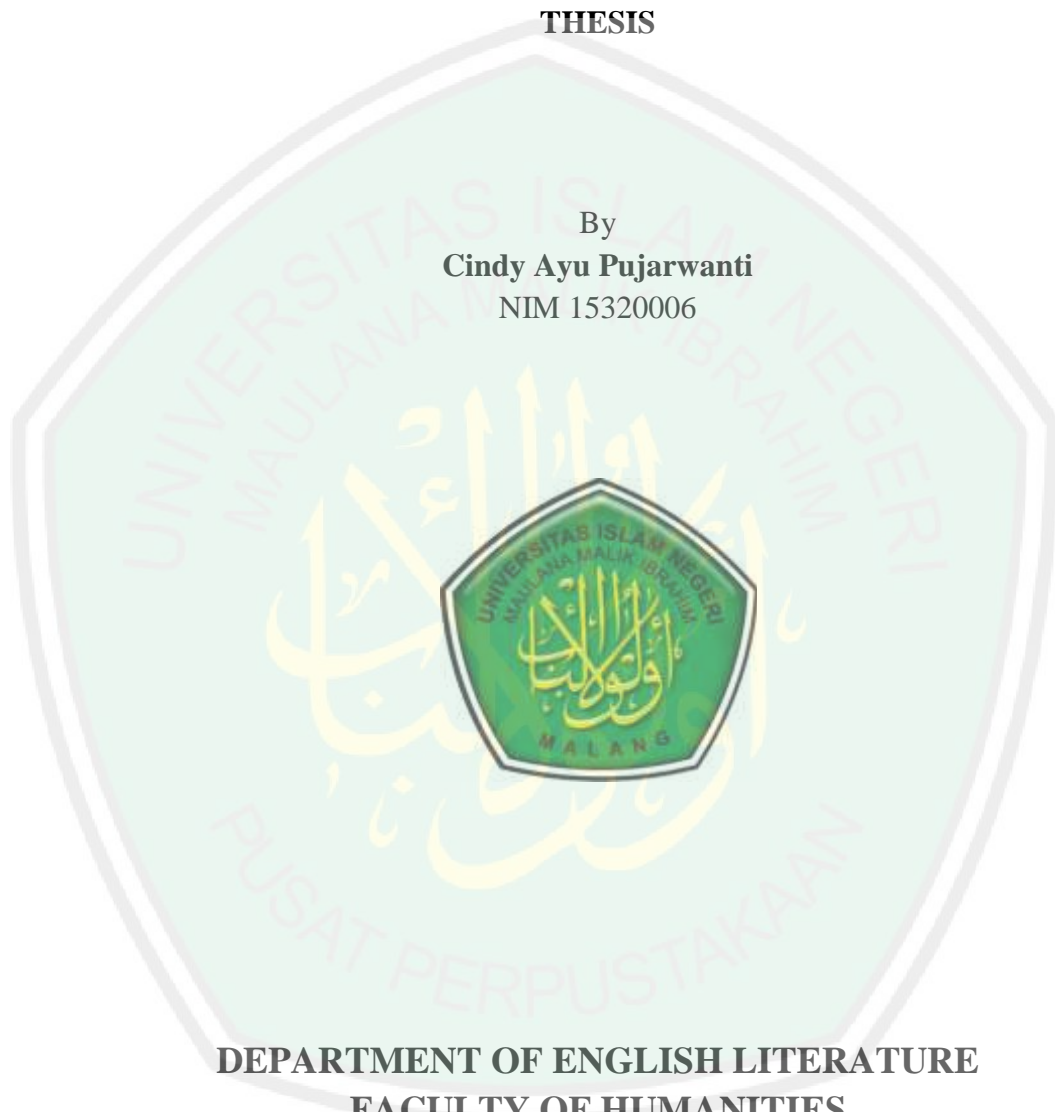
**A CONVERSATION ANALYSIS OF REPAIR IN
CLASSROOM INTERACTION**

THESIS

By

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

2019

A CONVERSATION ANALYSIS OF REPAIR IN CLASSROOM INTERACTION

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

In Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S)

By

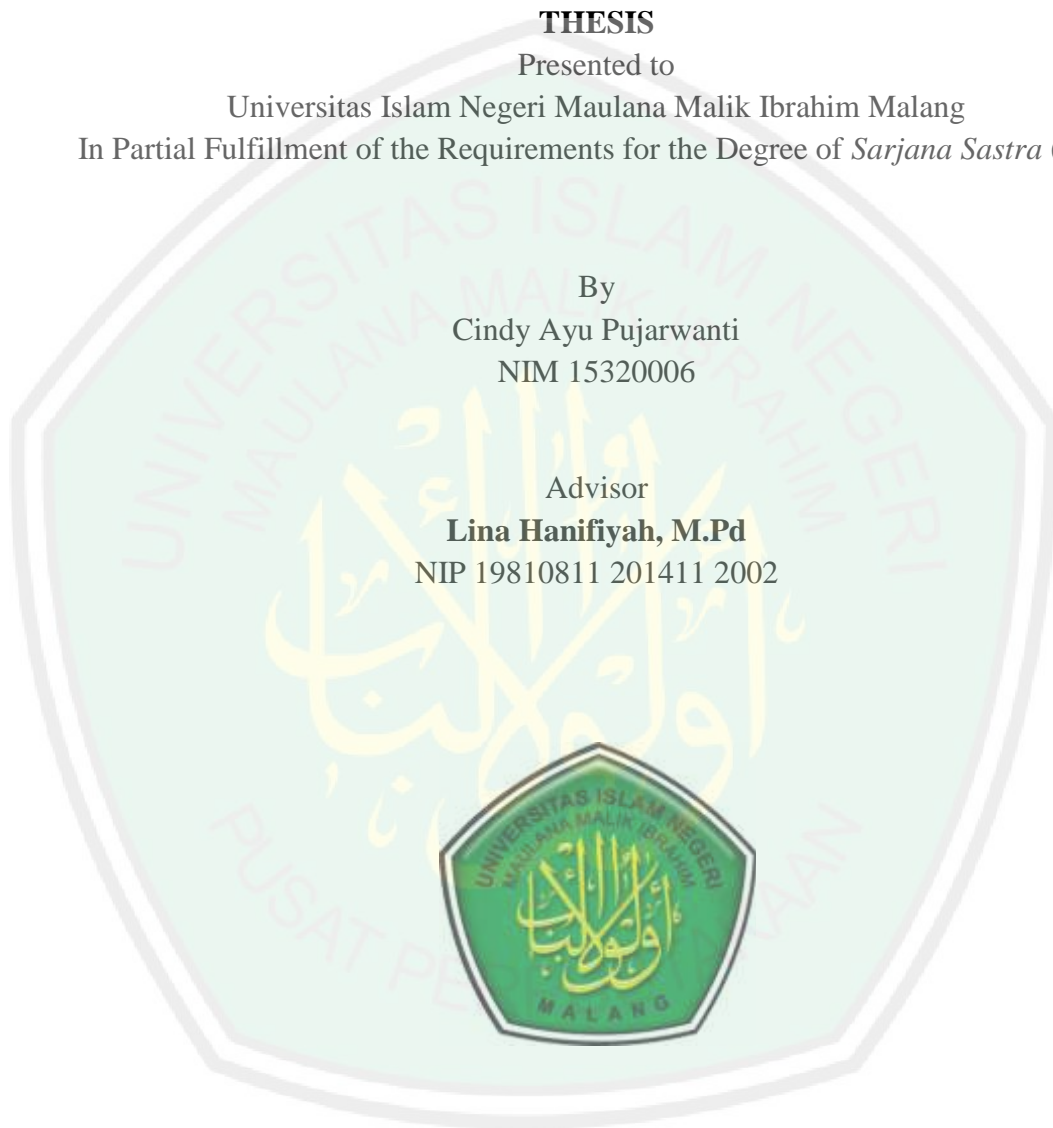
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STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**A Conversation Analysis of Repair in Classroom Interaction**” is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, 13 November 2019

The Researcher



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APPROVAL SHEET

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PUSAT PERPUSTAKAAN

MOTTO

خير الناس أنفعهم للناس

“The best of the humans among you are the most useful for others”



DEDICATION

This thesis is proudly dedicated to

My parents,

Mr. Sujarwo & Mrs. Lis Purwanti



ACKNOWLEDGMENT

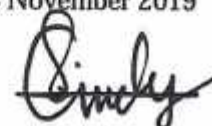
Alhamdulillah wa Syukurillah all praises my due to Allah who always blesses me in every good way until the researcher can accomplish the thesis entitled “A Conversation Analysis of repair in Classroom Interaction” as the requirement for the Degree of *Sarjana Sastra*. Sholawat and salam are expected to be exerted to the lovely prophet Muhammad SAW, because of the divine gift of graced from Allah.

I am as the researcher in finishing this thesis, I am aware that there are many people who have given their participation and their support to me in finishing this thesis. Because of that, I would like to say thank a lot for:

1. My sincere gratitude goes to my thesis advisor, Mrs. Lina Hanifiyah, M.Pd, who has patiently and conscientiously guided and helped me in conducting this thesis.
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Finally, I truly aware that this thesis is still far from perfection and it need improvement. Therefore, I do hope all the readers and other researchers give suggestions and constructive criticisms to improve this thesis. Although it is far from being perfect, I hope this thesis is useful for me, readers, and other researcher.

Malang, 28 November 2019


The Researcher

ABSTRACT

Pujarwanti, Cindy Ayu. 2019. *A Conversation Analysis of Repair in Classroom Interaction*. Thesis. English Literature Department. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Advisor : Lina Hanifiyah, M.Pd

Key Words: conversation analysis, repair, classroom interaction.

Mistakes in utterances can occur by anyone and under any conditions. Error usually happens while delivering the speech or communicating with others. It can also happen in classroom interaction between the lecturers and the students. This research aims to investigate the types of repair and how the factor that initiate repair made by the lecturers and the students. In this research, the researcher examines the conversation made by English Literature Department's lecturer and the students.

In conducting this research, the researcher used the qualitative method. The data were taken from the conversation between the lecturers and the students in the class at 27th August 2019, 11st September 2019, 17th September 2019, 18th September 2019, and 01st October 2019. In addition, the data were analyzed by identifying, categorizing, analyzing, discussing, and making a conclusion. The first, for categorizing the types of repair, the researcher used Schelgoff theory. The second, the researcher used Clark and Clark theory to analyze the factors that initiate repair.

The results of this research showed that there are two types of repair used by the lecturers and the students, such as: (1) Self-initiated Other-repair, (2) Self-initiated Self-repair. As for the types which did not occur while the error happen in conversation between the lecturers and the students are, other-initiated other-repair and other-initiated self-repair. In addition, there were several factors that initiate repair; they are cognitive difficulty, situational anxiety, and social factors. Thus, this study found that all of the factors that initiated repair in the conversation happen between the lecturers and the students in the class. From that case, the most dominant factor was cognitive difficulty.

ABSTRAK

Pujarwanti, Cindy Ayu. 2019. *Analisis Perbaikan Percakapan di dalam interaksi kelas*. Skripsi. Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Lina Hanifiyah, M.Pd

Kata Kunci: analisis percakapan, perbaikan, interaksi didalam kelas.

Kesalahan dalam berbicara dapat terjadi oleh siapapun dan dalam kondisi apapun. Kesalahan biasanya terjadi ketika menyampaikan sebuah pidato atau berkomunikasi dengan orang lain. Itu juga biasa terjadi di percakapan di dalam kelas yang terjadi antara dosen dan mahasiswa. Penelitian ini meneliti tipe-tipe perbaikan dan bagaimana faktor yang mempengaruhi mereka melakukan kesalahan yang dilakukan oleh dosen dengan muridnya. Pada penelitian ini, peneliti meneliti percakapan yang dilakukan oleh dosen sastra inggris dengan muridnya.

Metode yang digunakan peneliti adalah kualitatif. Data diambil dari percakapan yang terjadi antara dosen dan murid di dalam kelas pada tanggal 27 Agustus 2019, 11 September 2019, 17 September 2019, 18 September 2019, dan 01 Oktober 2019. Data data tersebut diolah dengan cara mengidentifikasi, mengkategorikan, menganalisis, mendiskusikan, dan menyimpulkan. Teori pertama yang digunakan untuk mengkategorikan tipe-tipe perbaikan adalah teori Schelgoff dan Teori kedua yang digunakan untuk mengetahui faktor yang menyebabkan terjadinya perbaikan adalah Clark dan Clark.

Hasil dari penelitian ini menunjukkan bahwa ada dua tipeperbaikan yang digunakan oleh dosen dan murid ketika terjadi kesalahan, diantaranya: (1) Kesalahan yang diperbaiki oleh orang lain, (2) Kesalahan yang diperbaiki oleh diri sendiri. Adapun tipe-tipe perbaikan yang tidak muncul ketika kesalahan percakapan antara dosen dan murid terjadi adalah, orang lain memperbaiki orang lain, orang lain memperbaiki diri sendiri. Sebagai tambahan, ada beberapa faktor-faktor yang dapat menyebabkan terjadinya kesalahan berbicara. Faktor-faktor tersebut adalah kognitif, psikologis atau yang berkenaan dengan perasaan, dan faktor social. Dengan demikian, penelitian ini menemukan semua faktor yang menyebabkan terjadinya kesalahan berbicara pada perakapan yang terjadi antara dosen dan murid di dalam kelas. Akan tetapi faktor kognitif menjadi faktor yang mendominasi.

ملخص البحث

فوجاروانتي، سيندي أيو. 2019. تحليل تحسين المحادثة في الفصل. الأدب الإنجليزية. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: لينا حنيفة، الماجستير. الكلمات المفتاحية: تحليل المحادثة، التحسين، التواصل

يمكن أن يتحدث

أو التواصل مع الآخرين. ويكون أيضاً حينما يتحدث في الفصل بين المحاضرين والطلاب. هذه الدراسة في هذه الدراسة، توقع بين محاضرون الأدب الإنجليزي مع طلابهم. في كلامهم.

الطريقة المستخدمة في هذا البحث هي الطريقة الوصفية. البيانات من المحادثات بين المحاضرين و 27 2019 11 2019 17 2019
تحديد و تصنيف و تحليل و 18 2019 1 2019 2019. البيانات طريق
نظرية شيلغوف النظرية الثانية المستخدمة لتحديد العوامل التي تسبب التحسين هي كلارك وكلارك.

وأما النتيجة في هذه الدراسة هي: هناك نوع من التحسينات التي يستخدمها المحاضرون والطلاب عندما يكون وهي: (1) تم تصحيحها لآخرين (2) تم تصحيحها من قبل نفسه. أنواع التحسينات التي لا تظهر عند حدوث خطأ في المحادثة بين المحاضرين والطلاب، فإن الآخرين يحسنون الآخرين، ويحسن الآخرون أنفسهم. هناك العديد من العوامل التي يمكن أن تسبب أخطاء الكلام. هذه العوامل يعني: معرفية أو نفسية أو متعلقة اجتماعية. وهكذا، وجدت هذه الدراسة جميع العوامل التي أدت إلى حدوث أخطاء في التحدث بين الطلاب والمحاضرين في الفصل. ومع ذلك، فإن العوامل المعرفية تصبح

TABLE OF CONTENTS

COVER	i
STATEMENT OF THE AUTHORSHIP	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
TABLE OF CONTENTS	xi
CHAPTER I	
INTRODUCTION	1
A. Background of The study.....	1
B. Research Question.....	6
C. Objectives of The study	6
D. Significant of The study.....	7
E. Scope and Limitation.....	7
F. Definition of Key Terms.....	8
G. Previous Studies.....	8
H. Research Method	10
1. Research Design	10
2. Research Instrument	11
3. Data and Data Sources.....	11
4. Data Collection	12
5. Data Analysis.....	12
CHAPTER II	
THEORETICAL FRAMEWORK	13
A. Conversation Analysis	13
1. The Scope of Conversation Analysis.....	14
a) Turn Taking.....	14
b) Adjacency Pairs.....	15
c) Preference Organization	16

d) Sequences Organization	17
B. Repair	18
1. Types of Repair.....	18
a) Self-Initiated Self-Repair.....	19
b) Self-Initiated Other-Repair.....	20
c) Other-Initiated Self-Repair.....	21
d) Other-Initiated Other-Repair	21
2. Factors that initiate Repair.....	22
a) Cognitive Difficulty	22
b) Situational Anxiety.....	22
c) Social Factors	23
CHAPTER III	
FINDING AND DISCUSSION	24
A. Findings	24
B. Discussion	52
1. Types of repair	52
2. The factors that initiate repair.....	55
CHAPTER IV	
CONCLUSION AND SUGGESTION	60
A. Conclusion	60
B. Suggestion.....	61
BIBLIOGRAPHY	62
CURRICULUM VITAE	

CHAPTER I

INTRODUCTION

A. Background of the study

Conversation is one of the main components, which takes part in developing speaking ability (Fadilla, et al., 2014, p.5). Dobson (1972, p.78) states that conversation is one of the main aspects that consist of communication between two or more people, According to Liddicoat (2007, p.1), conversation is the manner in which individuals socialize, develop and keep up their association with others. The study concerning conversation is called Conversation Analysis.

Conversation Analysis (CA) is the study of social interaction, embracing both verbal and non-verbal conduct, in situation of everyday life. Liddicoat (2007, p.6) stated that the extent of conversation analysis consists of turn-taking, adjacency pair, preference organization, sequence organization, and repair. The subject of CA is conversation itself, which happens in all aspects in our daily life such as in the marketing, in socializing, and also in studying. In the formal or non-formal studying, people will absolutely make a conversation in order to interact to each other. Therefore, they will likely to have an error in doing so. Thus, to overcome this matter the speakers will make repair.

Repair is a significant strategy used in conversation. Repair may happen because a speaker believes that the listener may not understand the utterances, therefore it needs to be corrected or revised in order to create a good conversation. Chaika (1982, p.82) says that when a person uses a wrong style in an event, the interlocutor(s) –the people being conversing with- will repair the error. According to Schegloff, et al. (1977, p.207), repair is intended to address issues of talking, hearing, or to get talk. They also distinguish between who starts the repair and who creates the repair. Combining these diverse inception and repair, four conceivable outcomes types are referenced such as repair including self-initiated self-repair, other-initiated self-repair, other-initiated other-repair, and self-initiated other-repair. In doing the repair, Clark and Clark (1977, p.271) have found three potential sources of arranging trouble they are Cognitive difficulty, Situational Anxiety, and Social Factors.

The three factors above are what encourage someone to repair their error in speech. Repairing the error in speech happens because of the existence of error in speaking. It influences our daily life such as in calling/phoning someone, speaking in a group, speaking in home or even in the most essential situation; speaking in school. It is a definite thing that there must be a communication happens in school, especially interaction in a form of conversation as to what Molnos (1998, p.395) said that human is a social creature and will always seek intimacy and the existence of others. In the scope of academic activities, especially in school, the conversation between

the Lecturer and the Students will likely to have many errors especially, when those conversations are not in their first language. Therefore, the existence of repair is a definite occurrence in school. The researcher investigated the existence of repair using Schelgoff and Clark and Clark theory. The reason of why the researcher used those two theories are: First, the Schelgoff's (1977) theory gives a detailed insight about repair. Second, the Clark and Clark's (1977) theory is very detail in its explanation about the factor initiating the repair. This theory also supports the Schelgoff's theory.

The researcher investigated two lecturers and students when they are doing any repair. Furthermore, the researcher observed the utterances of lecturers and students in English Literature Department in Speaking for Academic and Professional Communication class. The age category of the Lecturers that the researcher used as a subject is 30-50 years old, either male or female Lecturer. Holmes (2013, p.179) states that in the age range of 30-50 years old, people utilize standard and notoriety shape. In this case, the standard form means the proper form of English used to communication. The researcher took Speaking for Academic and Professional Communication class as the subject with the age ranged in between 18-20 years old. Ferman & Karni (2010, p.3) stated that young adults were better at getting a handle on artificial language rule and applying it to new words. Many psychological capacities keep on creating through immaturity and even adulthood, including working memory, face acknowledgement, size estimation, and different

proposition of solidified knowledge (Hartshorne, et al., 2018, p.8). Thus, the students at this age range would likely to be more active in the learning process. Therefore, because of the ability to produce more complex vocabularies in the conversation, it is assumed that the students would produce many words than the students in any other age range.

The researcher investigated the classes of Speaking for Academic and Professional Communication for some meetings. There were two other courses of speaking; they were Speaking for Daily Conversation and Public Speaking. Speaking for daily conversation was for second semester students of English Literature Department. The complexity of conversation happened in this class was assumed to be less complex than the Speaking for Academic and Professional Communication class in third semester. The upper class the students are in, the more vocabularies they acquired and the more difficult the material they learn. Exley (2016, p.4) states that when the topic is complex, a mistake becomes more likely, thus a repair becomes more likely. Public speaking class was for fourth semester students of English Literature Department. The interaction happens in this class was mostly individual to a group interaction. Therefore, those two courses were not chosen to be the subject.

Repair has been investigated by some researchers, Nadya (2014), examined type of repair and the patterns of repair in *The Oprah Winfrey Show*: a special Episode with Michael Jackson and the result showed that

elaboration is mostly used by the figure. Second, Sulistiani (2014) investigated the type and the strategies in Prabowo Subianto and Babita Sharma on BBC News Interview. The result showed that the repair strategies found are lexical perturbation, repetition and turn constructional device. Third, Sisi (2014) investigated the types of self-repair used by The Host and Guest of Talk Asia Program in CNN TV. The result showed that editing terms, interrupting the utterances, correcting its relation to the original utterances are mostly used by the figure.

Those three previous studies above were different from this research in the terms of subject and the theories. For that reasons, the result of this research was different from those three previous studies. First, the subjects of this research were the lecturers and students in English Literature Department of UIN Maulana Malik Ibrahim Malang. The researcher took the data from the utterances of the subject. This research was different from all of the previous studies, Nadya and Sisi took their data collection from the talk show and Sulistiani took her data collection from the interview. Then, this research was different from the three previous studies in terms of the theories that other researchers used. Sisi used Levelt's theory for categorizing the types of repair. Nadya and Sulistiani used Schelgoff's theory for classifying the type of repair. They did not relate it to the other theories. However, this research combined the Schelgoff theory with Clark and Clark theory. The researcher did not only

classify the types of repair but also investigated the factor that initiate repair. In this research, the researcher used Schelgoff (1977) and Clark and Clark (1977) theories to support this research. In addition, there is only few mistakes in the classroom interaction made by the lecturers and the students related to the theories. Therefore, because of those differences, it was assumed that the result of this research was different.

B. Research Questions

By conducting the research, the researcher finds some problems that:

1. what are the types of repair used in classroom interaction based on Schegloff theory?
2. how are the factors that initiate the repair made by lecturer and students using Clark & Clark theory?

C. Objective of the Study

Concerning to the statement of research questions that are mentioned above, this research has two objectives of the study that:

1. to identify the types of repair used by lecturers and students in classroom interaction
2. to describe how the factors that initiate the repair are made by lecturers and students in classroom interaction

D. Significant of the Study

This study is expected to give both theoretical and practical significance. Theoretically, this study will give a different point of view of Schegloff and Clark and Clark theory of repair. The results obtained from this research are giving progressively observational evidences of repair factors.

Practically, the findings of this research are required to give more knowledge and valuable contribution about repair. First, to the lecturers who teach the speaking, it is expected that this research can give information and knowledge about the repair and the cause of doing the repair in order to be able to make a better conversation. Second, to the English students, it is expected that this research can give more valuable information to understand the correct use of English. Meanwhile, to the future researchers, it is also expected that this research can be a decent reference for the individuals who need to have a similar research with various measurement.

E. Scope and Limitation

In this study the researcher aims to analyze repair in conversation based on psychological aspect. The main purpose of this study is to investigate the language performance and expression made by the subject. Therefore, the primary topic of this study is Psycholinguistic. In this case, this study focuses on the analysis of the types and factors that initiate the repair used by lecturers and students in classroom interaction. Schelgoff and Clark and Clark theories are used in analyzing the data in this study. Moreover, the

researcher limited the research to be conducted in some meetings. There are only two lecturers included in the category with two different classes from several speaking for academic and professional communication classes.

F. Definition of Key terms

There are some key terms in this study used in defining more about the topic:

- 1) **Conversation Analysis:** is a way to deal with the investigation of social collaboration and talk-in-communication, grasping both verbal and non-verbal lead, in circumstances of regular daily existence.
- 2) **Repair:** is the procedure by which a speaker perceives a discourse mistake and rehashes what has been said with some sort of correction
- 3) **Classroom Interaction:** is an interaction between lecturers and students in the class discussing about the material.

G. Previous Study

The first related studies about self-repair have been conducted by Nadya (2014) which described the types and patterns that are found in *The Oprah Winfrey Show*: a special Episode with Michael Jackson. The researcher used Schelgoff's theory. She found self-initiated self-repair, other-initiated other-repair, other-initiated other-repair, and self-initiated other-repair, then there are ten patterns, they are elaboration (10 times), abandonment (9 times), exemplification (8 times), replacement (7 times), specification (6 times),

completion (6 times), modification (5 times), rewording (5 times), repetition (3 times).

The second previous study is about repair in Prabowo Subianto and Babita Sharma on BBC News Interview conducted by Sulistiani (2014). This research investigated the types and strategies used Schelgoff's theory. She found, self-initiated self-repair and other-initiated self-repair. The repair strategies found are lexical perturbation (lexical, filler, cut off, sound stretch), repetition and turn constructional device.

The third previous study has been conducted by Sisi (2014) it is about Self-Repair in Speech Errors Made by The Host and Guest of Talk Asia Program in CNN TV. He focused on the types of self repair. The researcher used Levelt's theory. The results of this research are editing terms, interrupting the utterances, correcting its relation to the original utterances. In his research he just focused on the types of self repair.

This research is different from those previous studies above, in the terms of subject. The subject of this research is Lecturer and Students of English Literature Department. While the subjects of other previous studies are talk show and interview.

In addition, the theory that researcher used in this research is different from others previous studies. On the contrary, the first and second previous

studies' theories for classifying the type of repair are using Schelgoff theories but in this research the researcher combines the theory of Schelgoff and Clark and Clark. Nadya and Sulistiani just categorized the type of repair. However, this research does not only classify the type of repair, but also analyze the factor that initiate repair. Besides, this research also has the difference from the third previous study. The third previous study used the different theories with this research. The third previous study used Levelt theories to classify the type of self-repair. However, this research does not use Levelt as the theories but the researcher use Schelgoff and Clark and Clark theories.

H. Research method

This part discusses about the research method containing research design, research instrument, data and data source, data collection and data analysis.

1. Research Design

This study is a descriptive qualitative research where the result of this study is in a form of descriptive text. Descriptive is used because the researcher collects the data from observing while recording the lecturers and students in the class and the data are in the form of conversation. Borg & Gall (1989) stated that descriptive studies are gone for finding “what is” so observational and survey methods are oftentimes used to collect descriptive data. Qualitative research focuses on report of experience or on information which cannot be enough communicated numerical (Hancock, et al., 2009,

p.6). The data were presented in the form of lingual unit, e.g words, phrase, sentences, rather than number.

2. Research Instrument

In this research, the primary instrument was the researcher herself. The researcher refers to Creswell (2009, p.175), who stated that in qualitative research, the key instrument is the researcher him/her self. The researcher observed the interaction among the lecturer and students while recording the classroom interaction in the form of video. Then, the researcher took a note in order to remember the context of the utterances and the situation.

3. Data and Data Source

The data in this research were the utterances among the lecturers and students in classroom interaction of Speaking for Academic and Professional Communication class.

The data source was taken from the conversation of two classes between the lecturers and students in Speaking for Academic and Professional Communication class. The researcher investigates those two lecturers. The researcher took the data for three meetings for the first lecturer. The researcher took the data for two meeting for the second lecturer. It is because, for the second lecturer the researcher have done get enough data and get almost the same data in every meetings. The data were presented in the words, sentences, paragraphs and the table related to the result of the research.

4. Data Collection

In collecting the data, the researcher did some steps: first, the researcher observed while recording the repair used in the classroom interaction by the lecturers and students at Speaking for Academic and Professional Communication class of 3rd semester of English literature. Second, the researcher transcribed it into the text. Third, the researcher listed repair found in their conversation.

5. Data Analysis

Based on the theory used, after the data were collected, the researcher explained how to analyze the data. The researcher used some steps of Research Question as follows: First, the researcher classified the data of the subjects into the types of repair and explained the reason why the data were classified into that type. There are four types of repair such as self-initiated self-repair, self-initiated other-repair, other-initiated self-repair, and other-initiated other-repair. Second, the data were classified into the factors initiating the repair. The researcher also gave an explanation regarding the classified factors that initiate the repair. The last, the researcher described the conclusion after getting the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section discusses about the theories that are applicable to this research. Those are Conversation Analysis, the scope of Conversation Analysis, Repair, The types of Repair, The factors that initiate repair and gestures.

A. Conversation Analysis

Conversation is one of the most principal uses of language in human life. Levinson (1983, p.284) states that conversation is a natural dominating talks where in all members openly exchange in talking. Mey (1994, p.214), states that Conversation is utilizing language as a social reason. It is portrays discussion as 'getting things done' with other individuals through words. Besides that, according to Liddicoat (2007, p.4) believes that there is considerably more going on in a discussion than simply the utilization of a linguistic code. Therefore, conversation is considered as sets of practices which speakers can organize in order to commence a suitable action in a certain context.

Conversation Analysis (CA) was spearheaded by Harvey Sack in the humanism division of the University of California somewhere in the range of 1964 and 1972. Conversation analysis can be characterized in changed ways.

According to Mazeland (2006, p.153), the framework of CA that used to concentrate on talk in conversations has bit by bit been reached out to research of different sorts of talk, for example, restorative and clinical cooperation, exercise, or news interviews. The point of CA itself is commonly comprehended as the revealing of the interactional association of social exercises (Hutchby & Wooffitt, 1998, p.14). Regarding it, Sidnell (2010 as cited in Sert and Seedhouse, 2011) states the points of CA plans to portray, investigate, and comprehend talks as an essential and a constitutive element of human public activity. Liddicoat (2007) defines Conversation analysis as an investigation of talk in association. A few parts of CA are found out in the accompanying sub-section those are: Turn taking, Adjacency Pairs, Preference Organization, Sequence Organization and Repair.

1. The Scope of Conversation Analysis

a) Turn Taking

In conversation, there is a circumstance when a speaker takes the risk to talk that is turn. Turn-taking gives a risk for speakers to do discussion easily, so there is no overwhelming speaker in the discussion. First, speaker articulates something which is then trailed by another speaker. It might make a concurrent discussion.

Sacks vis Mey (1994, p.216) says that in typical discussion, there are dependably 'turn'. Turn is a normal for discussion which refers to a move

toward the talking stream. Commonly in a conversation, there are natural breaks. According to Mey (1994, p.217), it is a moment when a current speaker of a conversation takes a breath, has nothing else to say, or declares that his or her contribution has all done. These moments are called transition relevance place (TRP). Cutting (2002, p.28) states that TRP is a point in conversation where a change or turn is conceivable. Normally, the other participants of the conversation will consider the end of current speaker sentence as the end of his or her turn.

b) Adjacency Pairs

Adjacency pairs are a fundamental element of conversation analysis that is significant for discussion openings and shutting, as they are utilized in them two. They can be portrayed as matched articulations that are divided into a first pair part and a second pair part (Levinson, 1983, p.303). For example:

James: What time is it?

Sally : Five o'clock

It is clearly seen on the example that James asks a question to Sally. Then, Sally on her turn reacts to James' inquiry immediately. Thus, an utterance pair is created. According to Cutting (2002, p.28) states that the expressions of one speaker makes a specific reaction of the following speaker in all respects likely. The demonstrations are sorted out with an initial

segment and a subsequent part and ordered as inquiry answer, offer-acknowledge, fault deny, and so on.

c) Preference Organization

In accordance with the discussion of adjacency pairs in which there are in every case first and second speaker include in a particular reason discussion, the term preference refers to a conceivable answer articulated by second speaker as a reaction of the first speaker's expression (Yule, 1996, p.79)

Preference organization is a couple which gives opportunity in reacting to some first match part, regardless of whether it is preferred or dispreferred (Paltridge, 2000, p.90). There is a sure measure of opportunity in reacting to initially combine parts, for example, in:

A: That's a nice bag. (*Compliment*)

B: Oh Thanks (*Accept*)

Or

B: Actually ... I don't really like it; have it for Christmas.
(*Reject*)

According to Levinson (1983, p.333) writes in *Pragmatics* that preference divides second parts into preferred and dispreferred acts. Besides,

the preferred is normal next activities, while dispreferred is sudden next activities.

d) Sequences Organization

According to Liddicoat (2007, p.105), begins from a thought says that discussion is a type of social activity. Turns in conversation are places for the members to perform movement through words. The term sequence itself, as defined by Cutting (2002, p.29), is a stretch of articulations or turns. The talk with respect to grouping association will be separated into four sub exchange to be specific pre-sequences, insertion sequences, opening, and closing sequences.

Pre-sequences are the ground of another succession and sign of the sort of expression (cutting, 2002, p.29). Insertion sequences are when in the middle of discussion, a member desire to greet, request, pose an inquiry, demand for data, which essentially having anything to do with the theme of the trade (Mey, 1994, p.223). Opening and Closing sequence, according to Cutting (2002, p.30) states that openings will in general contain a greeting, an enquiry after wellbeing, and a past reference. A few alternatives to fill pre-shutting succession are advertised by Liddicoat (2007, p.260) for example, declaring conclusion, making course of action, detailing rundowns, and increasing in value.

B. Repair

Repair is a rectification of what has been said by the speaker about the past proclamation they said during the conversation. Liddicoat (2007, p.171) said that repair refers to the techniques open to speakers through which they can deal with the issues which rise in talk. By simple definition, repair is the manner in which the speaker rectifies thing or another person has said (paltridge, 2006, p.119). There are two types of repair, self repairs and other repairs. Self repairs are repairs done by speaker about what has been said previously. Nevertheless, other repairs are repairs done by another speaker as questioner. (Paltridge, 2000, p.95).

1. Types of Repair

Schegloff, Jefferson, and Sacks in Liddicoat (2007) propose an instrument for repair in a conversation. They create the types of repair that are formulated form two primary component. Firstly, they make distinction between self and other. Secondly, a distinction is also made between repair-initiation and repair-completion (p.173). Combinations of the two essential components will result in four basic types of repair as highlighted by Levinson (1983) they are: self-initiated self-repair, other-initiated self-repair, other-initiated other-repair, and self-initiated other-repair (p.340). The kinds of repair are seen below.

a) Self-initiated self-repair

Self-initiated self-repair is kind of repair in which the speaker sign and resolves the issue. Repair is started by the speaker of the inconvenience source. Generally the speaker who self-initiates repair additionally finishes the repair by creating a repair arrangement (Chaika, 1982, p.86).

In self-initiated self-repair, current speaker stops what she or he is saying to manage something which is being treated as a mistake in what she or he has stated, or began to state, or might be going to state. For example, as mentioned by Schegloff, Jefferson, and Sacks (1977, p.367), when the trouble maker cuts off the talk to replace a word expressed in mistakes with a right wording, she or he is at the meantime showing and settling the error. For example:

Anna: *Oh so then he is coming back on **Thur**[pause] on **Tuesday**.* (Liddicoat, 2007: 175)

The speaker of the utterances above seems to make no error at all. If the sentence is completed with the last word *Thursday*, it is still a grammatically and semantically correct sentence. However, the data she conveys to her questioner is acknowledged to be false. At that point, she cuts off her utterances. Respite in her turn, demonstrates a repair inception. The following stage, she proposes an answer and finishes the

repair at once by replacing the trouble source *Thur* with a correct word *Tuesday*. It is a typical of a self-initiated self-repair; the speaker repair his/her own utterances that appears to have no mistakes.

b) Self-initiated Other-repair

In some case when individuals are in the middle of an explanation, they forget something fundamental that should be notice. Actually, individuals regularly lost of word; so they request help to their speaking partner to find a reasonable or right word they need. (Chaika, 1987, p.87). The situation is also found in this type of repair. The example below illustrates the example of self-initiated other-repair.

James: *For myself and the children. Every three weeks we have terminally ill children that **come to uh** ...*

Jane: *to the house*

James: *yes, yes*

(Rheisa, 2014: 48)

In the conversation, it can be seen that James gets blank ideas in the middle of talking. For that reason, Jane then helps him to complete his utterances by providing the answer. It shows that, James initiate a trouble while Jane as his interlocutor solves the problem in the conversation.

c) Other-initiated Self-repair

People should deal with the trouble in a conversation including mishearing and misunderstanding about what the speaker said. This means that other-initiated self-repair generally includes a short grouping which at the point interrupts with the continuous activity where the members are locked in. In the conversation below the acknowledgement about the information required is delayed by the inserted repair sequences. For example:

A: *Hey the first time they stopped me from selling cigarettes was this morning.*

B: *From selling cigarettes?*

A: *From buying cigarettes.*

In the case above, B cause a trouble by saying ‘from selling cigarettes?’ then A as the speaker solves the trouble by answering A’s question. B proposes the question in order to prevent a misunderstanding which can occur in the conversation.

d) Other-initiated Other-repair

Other-initiated other-repair is the kind of repair wherein the beneficiary the two signals and resolves the issue in the discussion. It is normally demonstrates interactional adjustments which influence the turn state of the conversation in which other-repair is found. (Liddicoat, 2007, p.211).

A: She was giving me all the people that were gone this year.

B: This year? This quarter you mean.

A: Yeah right.

In this case above, A mention the words *that she gone this year*. Actually the correct one is **this quarter**. It is known by B that asks about the correct and A accepts it. In here, B makes sure the explanation by giving a question and gets her answer too.

2. Factors initiate Repair

a) Cognitive Difficulty

People typically take longer time to create sentences which manage which theoretical things than solid ones. Moreover, there are a larger number of faltering dispersed through the clarification than through portrayal, probably in light of the fact that it is more diligently to concoct clarification and the correct words to express them. (Clark & Clark, 1977, p.271)

b) Situational Anxiety

It is happened in light of the fact that a specific circumstance that causes a speaker to end up tense, on edge or stresses over it. Then, they will in general produce the dithering in talking. Adjacent to the speakers are essentially increasingly hard to talk intellectually when they are restless. At that point when individuals on edge about the theme that

will be conveyed, they will in general be increasingly cautious in picking the words that will be sorted out to be sentence. They focus more in the lingual authority they are going to state. (Clar & Clark, 1977, p.271)

c) Social Factors

Speech plan appears to be troublesome when conversation happens under pressure. Under the press of a conversation, speakers must clarify when despite everything they have a comment and when they are not completed at this point. If they hesitate too long at any point, someone else may assume control over the conversation. (Clar & Clark, 1977, p.271)

CHAPTER III

FINDINGS AND DISCUSSION

This chapter shows the findings and discussion based on the explanation of the literature review provided previously. In this case, the data were taken from the conversation produced by the lecturers and students in classroom interaction of speaking for Academic and Professional Communication class. The important thing of this chapter is all the findings are the results of the data analysis about the types of repair used in classroom interaction and the possible factors which cause these phenomena. Also, the exchange investigates the discoveries profoundly.

A. Findings

This section explains the findings of the data. The data analysis of this research deals with the error happens in the conversation between lecturer and the students. Moreover, the finding consists of some excerpts for the types of self-repair and factors that initiate repair. In the findings, the 1 lecturers' utterances are encoded as Mr. S is for L1 and Mr. L is for L2. The students' utterances are encoded as S1 until S7. Those codes S1 until S7 are used by; S1 is for Student ZA; S2 is for Student A; S3 is for Student R; S4 is for Student ZU; S5 is for Student J; S6 is for Student F; S7 is for Student S.

In this finding, the researcher will explain the types of repair and the factors that initiate repair. In addition, it found 21 data that contained repair. There are about 14 errors happen in the conversation between the lecturer 1 and the students. Then, there are about 7 errors in the conversation between lecture 2 and the students. The result of the repair investigation will be delivered in the table below:

No	Types of Repair	Subject		Total
		Lecturer 1 (L.1)	Lecture 2 (L.2)	
1.	Self-initiated Self-repair	1	5	6
2.	Self-initiated Other-repair	13	2	15
3.	Other-initiated self-repair	-	-	-
4.	Other-initiated other-repair	-	-	-
	Total	14	7	21

Lecturer 1 (L1)

The context for Excerpt 1 to 7

L1 asked the students to discuss the hottest issue in Indonesia. Then, the students chose to discuss the moving of the capital city from Jakarta to Kalimantan.

In the class, the lecturer made the students to be in some groups to discuss the topic that has been chosen. Then, the students discussed in a group based on the information they got about the topic. Furthermore, the lecturer moved around to the student groups, then he made an eye-contact and interacted with his students. He allowed his students to use their mobile phone to access information about the topic. In the final discussion, the lecturer pointed two until three students to explain the topic in front of the class. At the end of the class, L1 gave a conclusion about the topic. Then, he gave a topic to discuss for the next meeting.

Excerpt 1

- L1 : Raise your hand and say something it is about asking and giving suggestion, anything, an interesting topic in maybe about the hottest issue in our country. You know what the hottest issues in our country. What is that?
- S1 : **The capital city** [eee] ...
- L1 : Ha?
- S1 : **move** [pause]
- L1 : **The planning of the government to move** the capital city from Jakarta to Kalimantan.
- S1 : Yes.

The conversation above is includes in Turn Taking. The conversation above is the conversation between the student and the lecturer. One of L1's students tried to share the information that she gets about the topic that will be discussed. Then, L1 showed her mistake. When delivering her thoughts, the student has difficulty in describing the hottest issue in this country. In the conversation above, the student gets blank ideas in the middle of the talking. For that reason, the lecturer then helps her to

complete her utterances by providing the answer. When the student gets blank, she uses filler word ‘**eee**’ and the lecturer notice that. Then the student continues her speech by saying the word ‘**move**’. It makes the lecturer gets the point and helps the student to continue the sentence. Moreover, the lecturer helps the student by explaining the meaning by the words ‘**move**’ in the sentence. It shows that the student realizes her difficulty while the lecturer, as her interlocutor, solves the problem in the conversation. In conclusion, the characteristic which was explained before belongs to **Self-initiated Other-Repair** type.

In this section, the student makes an error, when she makes an error in her utterance it is repaired by her lecturer. In her speech, she takes a **longer time** to produce the utterance. It is shown when she uses filler and pause her utterance. When she speaks, she delivers her utterances about the government plans to move the capital city. In delivering the utterance, she gets blank, and her face looks like she ‘thinks about something’ until her lecturer asks again about what she means. Then she said the keyword that she should say, but she still makes ‘pause’ in her utterance. It looks like she needs a longer time to produce the explanation sentences. In the end, the lecturer helps her to complete the correct words. In conclusion, the characteristic which was explained before belongs to **Cognitive Difficulty** factor.

Excerpt 2

- L1 : The second things that we can discuss. C’mon. Yes
 S3 : Global warming

- L1 : Yes. Raise your hand. Yes, *mbak* what?
 S3 : **global warming**
 L1 : Global warming *oke*. Second about global warming. The first one is government planning to move the capital city from Jakarta to Kalimantan. The second one is global warming. **What is mean by global warming?**
 S3 : eee[pause] ...
 L : **global warming is** the hottest issues in the world because getting harder and harder it may because several factors. Is it right?
 S3 : **Yes**

The conversation above is includes in Adjacency pairs. In the conversation L1 asks his students to suggest some topics that will be discussed. Then, the student suggests the topic, but the lecturer finds the mistakes in their speech. In the conversation above, there is a conversation between student and lecturer about the topic that should be discussed together. The student says the next topic is **global warming**, then the lecturer replies by asking **the meaning of global warming**. In this part, the student gets silent and still quiet. For that reason, the lecturer helps the student by explaining the meaning of global warming. At the end of explanation, the student agrees with the lecturer explanation by saying 'yes'. It shows that the lecturer helps the student to complete the sentence when the student gets blank in delivering the utterances. In conclusion, the characteristic which was explained before belongs to **Self-initiated Other-Repair** type.

From that conversation above, it is between the student and the lecturer. The student here wants to explain about the next topic that will be discussed together. It is about global warming. They make to watch a video. After watching the video, no

student can say about the next topic, but the lecturer always convinces them that they can. Therefore, there is a student who wants to explain the next topic. The lecturer here continues to say that the student has to be confident in delivering his opinion. The lecturer instructed the student to raise their hands. The student looks very nervous when she wants to express her opinion. It is because the lecturer was waiting for her to explain her opinion. Then the student said the keyword that she wants to convey, but she still could not explain it well. It is not until the student expresses her opinions; the lecturer has said again that the second topic is about global warming. Then, the lecturer asks the student what is meant by global warming. In here, the student is seen to be under pressure. The lecturer continued to ask questions and asked for an explanation. She also had to explain it in front of all his friends. It makes her blank and then she uses filler and pauses her utterance in a while. Therefore, the lecturer takes charge by explaining in its entirety what the student might mean. At the end of the sentence, the lecturer asks again to the student 'is it right?'. From the mistakes made by the student above, the student influenced by social factors, she is **pressured** by her lecturer to continue to explain. The lecturer also continues to **wait for her to express her opinion** and it makes her **nervous**. Before she can even explain, it had been taken over by her lecturer. It seemed that she has no chance to explain due to her nervousness. From the explanation above, the mistakes made by that student is due to **social factors**.

Excerpt 3

- S2 : Forest fire in Amazon.
 L1 : why must be somewhere far away from this country, in our country we have many forests that in the fire.
 S2 : no. **I mean** [eee] is [ee] **issues right now** [eee]
 L1 : **Environment issue**
 S2 : **Yes**, it is what is important for us why people can't save the world to save the forest

The conversation above is included in Preferences Organization. In the conversation above, L1 asks his students to suggest some topics that will be discussed. Then, the student suggests the topic, but the lecturer found the mistakes. The student tells about the topic that should be discussed, and then the lecturer says that 'why the topic so far away'. In this case, the student wants to explain why she says about 'forest fire in Amazon', but she gets a blank idea to explain. Therefore, the lecturer helps her by giving the **keywords** which are 'environment issue'. It helps the student to continue her explanation. She then accepts it and continues the sentence. This shows that the student needs the lecture's help to complete the sentence. In conclusion, the characteristic which was explained before belongs to **Self-initiated Other-Repair** type.

The conversation above is included in the **social factor**. It can be seen from when the lecturer asks 'is there anyone who will give a suggestion back for the topic to be discussed?'. There is a student who expresses her opinion about 'forest fire in Amazon'. Then, the lecturer asks again, **why it has to be a far away area** such as in

Amazon. Whereas in our own country. There are many important things or hot issues that can be discussed. When the student explains, she lost her words because the lecturer's utterance will eventually make her use fillers in each of her words. She felt **under pressure** when she got the blank idea in delivering her utterance. The lecturer then helped her to complete the sentence. That seemed **very stressing** for her that **her opinions were waited by her lecturer and friends**. At the end of the sentence, she could finish her utterance of why she proposed the topic.

Excerpt 4

S4 : as we know Jakarta as the capital city has many pollution and [eee] I, we want to build many industries or building in Kalimantan **it will destroy our treasure [eee] by [eee] by what**

L1 : **by cutting down**

S4 : **Yes cutting the trees and something like that**, so I think maybe the government want to what is that [eee] thinks more to change the place for our new capital city

The conversation above is includes in Turn Taking. In this conversation, the student delivers her opinion about her disagreement when the capital city moves to Kalimantan. In the middle of her explanation, she gets blank. For that reason, the lecturer helps her to complete her utterances by providing the answer. Then, the student accepts it and repeats what the lecturer said. She then continues her opinion in the next utterance. In conclusion, the characteristic which was explained before belongs to **Self-initiated Other-Repair** type.

This conversation is between the lecturer and the student. They still discuss the moving of the capital city in Indonesia. In here, the student wants to explain about the negative impact when the capital city has to be moved to Kalimantan, but she takes a **long time**, so she needs a help from her lecturer to complete the sentence. From the mistake that occurs to the student, we can know that the student needs a long time to be able to finish one sentence. In the conversation above, she also needs help from her lecturer. This happens because the topic that she was conveying was **quite hard**. Especially when she was discussing her **disagreement**, whereas many other students were agreed with the topic, it means she needs a long time even when she was helped by another friend or lecturer to complete one sentence. This is included in **cognitive difficulty**.

Excerpt 5

L1 : For example, the numbers of the forest that having decrease due to the program of develops of government **many builds**..[pause] [eee] **many glass buildings** for example. It may cause of global warming.

L1 explains the topic that will be discussed by his students by giving an example to the students. Actually, in the middle of the explanation, the lecturer makes an error. If the sentence is completed with the sentence **many buildings**, it is still a grammatically correct sentence. However, the data he conveys to his questioner is acknowledged to be false. At that point, he cuts off his utterance by **pausing** and saying filler **eee**. After that, he replaces the sentence by the correct sentence. He

replaces the mistake source **many builds...** with the correct sentence **many glass buildings**. It is a type of **self-initiated self-repair**, the speaker repairs his utterances that appears to have no mistakes.

The teacher's utterance above is seen as **cognitive difficulty** condition due to the requirement of lots of time when he wants to convey something. In this section, the lecturer wants to explain the moving of capital city, which causes many forests to be cut down and replaced with the construction of buildings. The lecturer wants to explain about 'glass building', but he makes an error by mentioning 'the build' then he **pauses** to think the right words and replaces them with 'glass building'. From the lecturer's utterance, **he takes a long time** to give the right words accepted by the students. It is included as **cognitive difficulty** where the speaker requires a longer time to produce the utterance. This can be due to his condition as a lecturer who must convey the opinion in **the right words** that can be **understood by his students**. It means that it needs time to **compose good word** and makes an **understandable word**.

Excerpt 6

- S5 : It is because only wait [eee] until Kalimantan is became like Jakarta until only [eee] road, building without any tree and [eee] wait [eee] and if you talk **about an equal apaa** [pause]
- L1 : **distribution**
- S5 : **Equal distribution** right now the capital city is on is in Jakarta right. In Jakarta is **there one area or daerah yang**
- L1 : **region**

S5 : **region distribution equally** *padahal capitalnya* di Jakarta so I think is not the best answer to move capital city in Kalimantan **because in Jawa it self**

L1 : **java**

S5 : **and java itself the distributions not just equal** the infrastructure around to distribute and if we move the capital city to Kalimantan, of course, **it will be using a lot of a lot of [eee] ...**

L1 : **Area**

S5 : **a lot of areas** and

The conversation above includes in Turn Taking. The conversation above shows that it is **self-initiated other-repair**. It is because there are many utterances delivered by the student are being helped by the lecturer. Firstly, when the student talks about the equal distribution that should be equal in every city in Indonesia, he gets blank in saying the word **distribution** then he used filler words and being helped by the lecturer. And also, in the next utterances, the student repeats what the lecturer said and adds his opinion. However, in the middle of his opinion, he gets blank again by mixing the Indonesian and English language in his utterance. Automatically, the lecturer helps the student by saying **region**. Therefore, the student repeats and continues his opinion. In this case, the student often mixed the Indonesian and English language in delivering his opinion. Because of that, the lecturer automatically helps him to translate the word into English, it is like **Jawa** to **java**, and he also repeats the correct vocabulary into his opinion. Sometimes, he also gets no idea after he delivers a long explanation. He repeats twice the sentence before to remember the word that he should say it is like **a lot of a lot of**. He also *paused* and used the filler until his lecturer helps him again to complete his utterances. From the case above, it

shows that the speaker needs a talking partner to correct or complete his utterance when he gets a mistake. In conclusion, the characteristic which was explained before belongs to **Self-initiated Other-Repair** type.

This is a conversation between student and lecturer. The lecturer always does the correction of the mistakes conveyed by the student. In the conversation above, the student makes a lot of mistakes. First is losing vocabulary and getting blank. From the mistakes that had occurred, we can see that this is due to the **difficult topic** that he wanted to convey. Because of that, he needs a **long time to think** and **arrange a sentence**. When we observe his face in the recorded video, he was seen to be confused about what he had to say. He would look at his lecturer or look at his friends, and it took quite a long time until the words he meant could be processed and spoken. In conclusion, the characteristic which was explained before belongs to **Cognitive Difficulty** factor.

Excerpt 7

- S3 : Yes, in my state of equal distribution, everything has a consequence no matter of time, maybe the first improve **the distribution is** [pause] ...
- L1 : **Fair**
- S3 : **Fair**. But, until the resource *in kalimat* [eee] [pause] ...
- L1 : **this over**
- S3 : **this over** [eee] is there any equal distribution.

The conversation above is includes in Turn Taking. In the conversation, it can be seen that the student often **pauses** his utterance while finding the correct word to complete his utterance. He often gets a blank idea in the middle of talking. Therefore,

the lecturer always helps him to complete his utterance by providing the answer that matches his utterance. It shows that the student makes an error while the lecturer as his interlocutor solves the problem in the conversation. In conclusion, the characteristic which was explained before belongs to **Self-initiated Other-Repair** type.

In this conversation above the student made many mistakes by getting blank ideas. When he made mistakes, he took a longer time to think. He also used filler and **paused long enough** until finally he was corrected by the lecturer by explaining the word he meant. He did pause in two sentences. From what he does like using fillers, pausing for a long time, it can be seen that the factor influencing him to do so is cognitive difficulty where he **struggles to express an opinion** and also loses his words and takes a long time to think. In conclusion, the characteristic which was explained before belongs to **Cognitive Difficulty** factor.

The context for Excerpt 8 to 12

L1 explained briefly about the topic that will be discussed. The topic was about the reason of why a bullying might be experienced by our fellow brother in Papua. The lecturer made the students in some group to discuss the topic. In this section, the lecturer did not permit the students to use the mobile phone, and it was because the student has been told to get the information before coming to the class. The lecturer moved around in the class to see what his students said about the topic.

Furthermore, he made an eye-contact and interacted with his students. In the final discussion, the lecturer pointed two until three students to explain the topic in front of the class. At the end of the class, L1 also gave a conclusion about the topic. Then, he gave a topic to discuss for the next meeting.

Excerpt 8

S4 : The bully happens in Surabaya and Malang, actually they were some other problems maybe we think that the Papua said the thing they go
Memperjuangkan...

L1 : **Struggle**

S4 : **Yes.** There is misunderstanding between Surabaya people and Papuan people...

The conversation above is includes in Turn Taking. In this sentence, the student is asked to come to the front of the class to explain the result of his discussion with his peers. The topic in this discussion is about the conflict that happened between Papua people and Javanese people. The error happened in the middle of his explanation. He got blank ideas by losing the vocabulary he was supposed to say. The speaker understood what he wanted to say, but he could not express the words he meant in English. Then the lecturer spontaneously responds and says words in English that match the words the student means. It is because when he was getting blank, he used Indonesian to complete the words. In conclusion, the characteristic which was explained before belongs to **Self-initiated Other-Repair** type.

In the dialogue above, the speaker also wants to explain the conflict between Papua and Java. Then in the middle of his explanation, he stops and pauses to think.

Then he covered the word using Indonesian to clarify the sentence. Later, his lecturer helped him by mentioning the word in the English language. In this case, the specification includes in **cognitive difficulty** where it takes a long time to digest the right words to finish the sentence.

Excerpt 9

L1 : and how about the bully?

S4 : [eee] the bullying is culture of students in Surabaya that struggle to the culture but the Surabaya people do not understand that Papua people try to feel better make better in the future ...

L1 : What culture?

S4 : *Kayak Papua itu lebih rendah to be java*

L1 : **To be lack of education**

S4 : **Yes**

The conversation above is includes in Adjacency Pairs. In this case, the student wants to explain things that make Papua people bullied. Then the student explains that Papua is lower to Java which is then refined by the lecturer by saying that ‘Papua is lack of education’. In this case the student losses word when he wants to explain, then he is being helped by his lecturer. The student has an idea, but when he wants to explain he makes a mistake by combining the Indonesian language, it makes the sentence looks unstable or skewed. In this case, the student is assisted by the lecturer to complete the words that he refers to. In conclusion, the characteristic which was explained before belongs to **Self-initiated Other-Repair** type.

In the error utterance above, it is influenced by the **situational anxiety** that occurs to the students when he makes a mistake. It is all affected by the nervous feeling. It is because of his lecturer is waiting for him to explain the topic. Even, when he is doing something wrong the lecturer helps him to solve the problem. In this case, it seems that he feels nervous especially when he makes an error and being helped by his lecturer.

Excerpt 10

- S1 : Oke from the news that I have ever **read**(\`red\) before
 L1 : **Read**(\`r d\
 S1 : I have ever **read**(\`r d\
 before, there is one factor that ee there is racism....

The conversation above is includes in Turn Taking. In this context, the student wants to deliver the utterance about the topic that will be discussed in the classroom. In the beginning, when the student wants to explain, she tells about her experience of reading the news she got. However, when she delivers her utterances, she said the wrong pronunciation, and immediately her lecturer helped her to understand the exact pronunciation she was supposed to say. She agreed by repeating the correct pronunciation and repeating it, and then she also continued the sentence she wanted to convey. In this case, to correct the error happened, she was assisted by his lecturer to make it perfect. In conclusion, the characteristic which was explained before belongs to **Self-initiated Other-Repair** type.

This happened when he wanted to explain his experience when reading news about the conflict between Papua and Java. In the beginning, he had explained the word, but he did not realize when there was an error in his pronunciation. Later he is being corrected by his lecturer. When that happened, he looks very nervous. Moreover, he is asked by his lecturer to explain in front of the class. When he makes an error, it makes him more embarrassed and nervous. It is included in **cognitive difficulty**.

Excerpt 11

- S1 : I found that the reason what the conflict between Papua and Java it because it starter in august right it is near independent day. The Papua students are have broken the flag
- S2 : Indonesian flag?
- S1 : Yes to the *selokan*. *Apa selokan .. to the selokan*. Because it is happen the official that became waiters and the *ormas apaa .. organization socialty*.
- L1 : **Social organization**

The conversation above is includes in Turn Taking. When the student is about to deliver his utterance at the beginning of the word, he made a mistake and then he still continues to explain the sentence he wants to say. In the middle of his explanation, he lost the vocabulary that he wanted to say, then he used Indonesian to explain the word and also used filler. He also paused to think. Then he found the word, but he made a mistake in the grammar and then it is immediately assisted by his lecturer to complete the sentence with the correct grammar. In this case, the speaker takes a long time to

think then he can determine the right sentence. In conclusion, the characteristic which was explained before belongs to **Self-initiated Other-Repair** type.

In the sentence that he delivered, he sometimes made several mistakes, and it is because he was explaining too fast and seemed in a hurry. This is because the student is interested in the topic and at the same time, he wanted to finish his explanation quickly. It is because the lecturer is waiting for him to explain. In delivering his utterance, the speaker takes a long time to produce the word, so he uses filler which is a sentence in the Indonesian language. Then he asks his friend, but there is no answer. After that, he paused and found the right words to complete the sentence. It still needs correction about the grammatical error from the lecturer. In this case, he is included in the condition of **Cognitive Difficulty** factor where he has difficulty in producing the right words.

Excerpt 12

- S5 : For example when I was does my homework they are plan mobile games
with **loud voice**
L1 : **Loud sound**
S5 : **Loud sound**, yaa then they are [pause] under the people at the time

The conversation above is includes in Turn Taking. In this case, the speaker explained about his experience when he saw Papua people who triggered conflict with Javanese people. He explained that Papua people often use ‘loud voice’. Here, the speaker made a mistake in using grammar and then the lecturer responds by correcting the grammar. The speaker accepted it by repeating the words and

continuing the sentence. In conclusion, the characteristic which was explained before belongs to **Self-initiated Other-Repair** type.

When the speaker delivers the sentence above, he is already nervous at the beginning. It can be seen from when he was appointed by his lecturer to express his opinion. He immediately looked confused. He opened a book and seemed to be more confused when taking his steps to stand up. Then, he explained the experience he had experienced. In this case, the students made a grammatical error, and his lecturer helped to correct the mistakes. It is included in the **situational anxiety** factor.

The Context for Excerpt 13 and 14

L1 explains briefly about the topic that will discuss. The topic is about Zoning System in Indonesian Education. The lecturer made the students in some group to discuss the topic. The lecturer moved around to the class to see what his students said about the topic. In this section, he said to his students to speak loudly because he wanted to record the students' conversation. Furthermore, he made an eye-contact and interacted with his students. In the final discussion, the lecturer pointed two until three students to explain the topic in front of the class. At the end of the class, L1 also concluded the topic. Then, he gave the topic to discuss for the next meeting.

Excerpt 13

- S3 : In my opinion, I am disagree with the *zonasi* system because the zoning system limit the student choice for good school
- S4 : Favorite school
- S3 : Favorite school, because if the students who want to [eee] continue education in favorite school but in **the *apasihh lingkungan lingkungan***
- L1 : **environment**
- S3 : there is no the complete school

The conversation above is includes in Turn Taking. In the conversation above, L1 asked the student to explain the topic of a zoning system. The student made an error in the middle of his explanation about the topic. She got blank ideas when delivering his thought. Therefore, the lecturer helped him by gave the word to complete his sentence. Then, the student accepted it and continued his sentence. In this case, the conversation above includes **Self-initiated other-repair**. It is because the speaker needs others' help to complete the sentence.

In this section, when the student delivers her thoughts, she takes longer time to produce the sentence. She also uses filler by inserting the Indonesian language in the middle of the explanation. When she delivers this, the lecturer asks her to present what she gets after the discussion with her friends. She also asks her friend about the word to complete her sentence, but there is no response. Then, the lecturer helps her to complete the sentences. The student accepts it and continues the sentence. In this case, the student looks nervous in delivering her thought so that it makes her lose the word. It is included in **Cognitive difficulty** factors.

Excerpt 14

- S : ... The students in this area is fulfill for all of student so he can't continue the study in all of Junior High School in central java **after that he burn up what is that *membakar***
- L1 : **Burning**
- S : **he burn up anything for example** he burn the

The conversation above is includes in Turn Taking. The conversation above shows that the speaker made an error in delivering the words. He lost English vocabulary to complete the sentence. When the student makes an error, the lecturer helps him by giving English vocabulary to complete the sentence. Then the student accepts it and replaces the words and continues his thought. In this case, it is included in **self-initiated other-repair**.

In this case, L1 asks the students to deliver her thought about the topic that has been discussed before. Then there is a student who delivers the explanation about the topic. It is because she was asked by the lecturer. She wants to give a good explanation. Actually, in the middle of the explanation, she makes an error by losing the word. Then she uses filler by asking the word in the Indonesian language. In this case, it looks like the student is nervous in delivering her thoughts. All of her friends also realize it then the lecturer waits for her to complete the sentence. Therefore, when she makes an error, the lecturer helps her to complete the sentence. It can be said that the student makes an error influenced by her friend and her lecturer. Then,

this situation makes her more nervous. In conclusion, the characteristic which was explained before belongs to **Situational Anxiety** factors.

Lecturer 2 (L2)

The context for Excerpt 15 to 18

L2 explained to his students about 'how to speak well'. In the conversation delivered by the lecturer in the class, he stated that there were some methods to be a good speaker. The lecturer gave some papers to his student then L2 explained one by one the materials in the paper. He moved around and made some examples. Then he continued to explain the material to the students. Sometimes he asked things to the students.

L2 : ... I will bring you to describe for general people appearance for intellectual ability, latter I will also people appearance the way people bring, also I would like to bring you the way people look how people are like that we are going to study. Today **physical ... some people physical** appearance how could you identify the people's physical *apaa* **what aspect that should be explored ... [pause] what aspect** that explain from the people appearance *aspek apa saja yang aspek apa itu* that aspect that should be explain from someone that should be explain *dari* physical appearance And you can also you going to compare to be young older, married or unmarried, someone experience from clothe, *berarti apa* casual well dress, tidy you know head *itu apa* it could be tall *itu* could be short where someone is young old married or unmarried, if you can identify someone from age, how could you explain someone. How could you identify someone physical appearance? What **identity [pause] what personal identity** that you can identify. Character that you **can learn ... [pause] that you can see** *apa* characteristicnya that we can learn from woman who has not married yet.

S6 : **She alone** (*Asking to the friend*)

L2 : **Usually when woman is not get married do not using lips naturally**

Excerpt 15

L2 : ...latter I will also people appearance the way people bring, also I would like to bring you the way people look how people is like that we are going to study. Today **physical ... some people physical** appearance

In this case, L2 wanted to explain about how to describe someone. Firstly, he explained about physical appearance. The error happened in the middle explanation. When L2 said *Physical*, he automatically paused the word and repaired it by himself with the complete sentence, which is **some physical appearance**. It shows that the lecturer made an error in delivering his thought. He got blank in the middle explanation, and then he paused to think and completed the sentence. Therefore, he can complete the sentence by himself. It is included in **Self-initiated self-repair**.

In delivering his thought, L2 takes longer time to produce the sentence. He needs more time to think and say the correct words. It can be seen from when he makes a pause and become silent to think the correct words. In this case, L2 finds a difficulty to produce the sentence. The characteristic above is included in the **cognitive difficulty** factor.

Excerpt 16

L2 : ... how could you identify the people physical *apaawhat aspect that should be explored ... [pause] what aspect* that explain from the people appearance

In the conversation above, L2 explained about how the student can speak English by starting from describing the physical appearance. In the first sentence, the lecturer explains first what the student should say in describing people. L2 makes an

error in the middle of the explanation. He uses filler by inserting the Indonesian language in the middle of his explanation. Then he asks the students about the words that he should say. Unfortunately, he does not get words to help him to complete the sentence. Therefore, he pauses and repeats the words before and corrected the sentence by himself. In conclusion, L2 makes an error and repairs the error by himself. It is included in **self-initiated self-repair**.

From the sentence above it can be seen that the student makes an error in delivering the sentence. She makes a filler to help her to think the correct words, and she also takes a longer time to produce the sentence by making a pause in the middle of the explanation. She needs time to think. From the characteristic above it can be seen that it is included in **cognitive difficulty** reason.

Excerpt 17

L2 : ... if you can identify someone from age, how could you explain someone. How could you identify someone physical appearance? What **identity**
[pause] **what personal identity** that you can identify

In the conversation above, L2 delivers his thought about personal identity that discusses in the class. When he delivers his thought, he makes an error in the middle of the explanation. He takes a pause too long to complete the sentence. Firstly, he clearly said about *identity* but to continue the sentence, he pauses too long to think the correct word that he should say. Then, after pausing he found the word to complete the sentence. Then, he repeats the word with the correct sentence. It shows that L2 makes an error and repairs it by himself. It is included in **Self-initiated Self-repair**.

In delivering the example to the students, L2 makes an error in the middle of the explanation. He makes a pause and takes a longer time to produce the correct word to complete his utterance. He makes a pause and needs time to think. From the utterance above, it can be seen that L2 has difficulty in delivering his thought that can be understood by his students. In this case, it is included in **Cognitive difficulty** factors.

Excerpt 18

L2 : Character that you **can learn ... [pause] that you can see** *apa characteristicnya* that we can learn from woman who has not married yet.

S6 : **She alone** (*Asking to the friend*)

L2 : **Usually when woman is not get married do not using lips naturally**

The conversation above is includes in Turn Taking. In this case, L2 asks a student about what the character of a woman who has not married yet. In the first sentence, he asks his student to explain what characteristic that he can found. Then, the student answers with a short answer. She also asks her friend about the answer that she should say. Furthermore, L2 helps her by giving the correct answer that she should say. L2 helps her to complete the sentence. In this case, it is included in **self-initiated other-repair**. It is because when the student makes an error, the lecturer helps her by giving the correct words to complete the sentence.

In the conversation above when the lecturer gives the question to his student. There are no students who answer his question. Then the lecturer goes near the students and makes them answer the question. This situation makes the entire student

nervous. Then there is one student who answers the question. She looks nervous. It can be seen from her answer to the lecturer. It seems like, and she does not know what to say. Especially after the student answers, the lecturer corrected her answer by giving the complete answer. It makes the student more nervous. It is because she feels that she makes fault in her answer. In conclusion, from the characteristic above it is included in **Situational Anxiety** factors.

The context for Excerpt 19 to 21

L2 presented his slides of power point to his students about the material that was how to describe something. The students just listened to his explanation without writing that material because L2 copied the slides for his students. Sometimes he made interaction with his students by asking some question. He gave the example of describing something. Therefore, L2 just explained the material through his slides and gave examples to students.

Excerpt 19

L2 : ... how you can illustrate someone from the physical appearance from the eyes, from the mouth and you can describe someone from the characteristic, every **people [pause] every single people** have particular character.

L2 gave the material to his student by repeated the word to made the student understand. When he explained the people's character, he made an error in the middle of his explanation. He got a blank idea about the word that he should say. When he said *people*, he paused to think the correct words. Then he repeated the word before

and completed the sentence. He also continued the explanation to the students. In this case, L2 made an error and repaired it by himself. It is included in **Self-initiated self-repair**.

In this case, the utterance above is included in **cognitive difficulty** factors. It can be seen when L2 delivers his thought. He takes a longer time to think about the word that matched with the sentence that he wanted to deliver. L2 needs time to think the correct words. It means that he wants his students to understand what he says so that he needs time to think until he finds the correct words.

Excerpt 20

- S7 : The material **is plastic ...**
 L2 : The material **it is made from plastic**

The conversation above is includes in Turn Taking. In the conversation above, the student wanted to deliver her thought about described something. When she said the word, she made an error in the middle of her explanation. Then the lecturer helped her to correct the words. The student made an error in grammar arrangement then the lecturer helped her to correct the grammar. Later, the student accepted it. In this case, the conversation above is included in **self-initiated other-repair**. It is because the speaker needs someone's helped to complete the sentence.

In this situation, the student asked by her lecturer to deliver her opinion about describing something. When the student wants to deliver her thought, she makes an error in the grammar. Then the lecturer helps her to correct the sentence. In this case, she makes an error because she is nervous by being asked to answer the question. It

looks like she is very nervous about delivering her thoughts in front of the lecturer so that she makes an error. In conclusion, the characteristic above is included in **Situational Anxiety** factors.

Excerpt 21

L2 : ... there are three important things you can describe thing for example ... **mobile ... [pause] mobile, mobile** is things right?

In the conversation above, L2 wanted to give an example of the thing that can be explained by his students. Then he said *mobile*. When he said the word he paused to think then he continued his word and ensured that the word he said is correct, he repeated the word until he found the correct word and continued the sentence. In this case, it is included in **self-initiated self-repair**. It is because when L2 made error, he repaired it by himself.

When delivering his thought, L2 makes an error in the middle of the explanation. He takes a long time to think the correct word that he is about to convey to the students. He also takes a pause which means that he thinks of something and continues the correct words. In this case, L2 has difficulty in delivering his thought, so he makes a pause and takes longer time to think. In conclusion, the characteristic above is included in **Cognitive difficulty** factors.

B. Discussion

This part discussed the result of data analysis of repair proposed by Schelgoff (1977) theory and theory of the factors that initiate repair conducted by Clark and Clark (1977). After the researcher found the types of repair, the researcher discussed about the factors that initiate the repair. Although, the theories that the researcher used in this research is the same as the previous studies, the result and how the analysis of this research is different from the other previous studies. The result of the research was in line with the theories of Schelgoff (1977) and Clark and Clark (1977). The researcher found 21 data that contain repair. Based on the research subject, the data in finding were divided into two subjects. First, L1 produced 14 data of repair. Then, L2 produced 7 data of repair.

1. Types of repair

From the finding, the researcher found that the type frequently produced were Self-initiated Other-repair and Self-initiated Self-repair; and the type that were never produced were other-initiated self-repair and other-initiated other-repair. Self-initiated Other-repair occurred more frequently than any other types of repair. In this case, the researcher finds amounts of the phenomena on repair experienced by the lecturers and the students which are categorized as the self-initiated other-repair. In the other way, this type happens on the excerpts 4 in L1 conversation in the context of the moving of the capital city. The students utters the sentences “*as we know Jakarta as the capital city has many pollution and [eee] I, we want to build many industries or building in Kalimantan it will destroy our treasure [eee]*”

by [eee] by what” and then helped by the lecturer by say *“by cutting down”* and accepted by the students *“Yes cutting the trees and something like that so I think maybe the government want to what is that [eee] thinks more to change the place for the our new capital city”*. In this case, the students actually want to explain about the impact of moving the capital city but she lost the words and helped by the lecturer by giving the correct words. Another phenomenon which is categorized as Self-Initiated Other-Repair types happens in Excerpt 20 for L2 conversation in the context of describing something. In this case, the student utters the utterance *“The material is plastic ...”* then the lecturer repair the utterance by utter the utterance *“The material it is made from plastic”*. In the phenomenon above, the students want to deliver about describing something but in the middle the explanation they get error in saying the words. Therefore, the lecturer helps him by giving the correct words. The students made an error so many times and the lecturer automatically repaired it. The purpose why the lecturer repaired it, was to make the students able to learn from the mistakes occurred in the conversation. Furthermore the lecturer wanted the students to practice more in order to avoid the mistakes of doing Self-initiated Other-Repair.

Self-initiated self-repair occurred in the lecturers’ utterances. In this case, the researcher finds amounts of the phenomena on repair experienced by the lecturer and the students which are categorized as the self-initiated self-repair. In the other way, this type happens on the excerpts 5 in L1 conversation in the context of global warming. The lecturer utters the sentences *“For example the*

numbers of the forest that having decrease due to the program of develops of government many builds.. [pause] [eee] many glass buildings for example. It may cause of global warming". In this case, the lecturer want to said 'many builds' then he take pause and repair by himself the correct word that is "many glass buildings'. In this error the lecturer do not need help by other but he can repair the error by him. Another phenomenon which is categorized as Self-Initiated Self-Repair types happens in Excerpt 15 for L2 conversation in the context of describing people. In this case, the lecturer utters the utterance "... latter I will also people appearance the way people bring, also I would like to bring you the way people look how people is like that we are going to study. Today **physical ... some people physical appearance**". In this example above, the lecturer makes an error by saying 'physical' then he take pause and complete the words by saying 'some people physical appearance'. It means, the lecturer makes an error and can complete by him. Because the lecturers did not want the students to receive error-contained-material, he automatically repaired himself when he made an error.

Later, the researcher had the difficulty to find other-initiated self-repair because the lecturers did not question the student's utterances, as it is known that this type of repair required the speaker to clarify the error by questioning the other speakers. Furthermore, this type of other-initiated self-repair would likely happen if the lecturer immediately repaired the mistakes by giving the correct word to the students who made an error in delivering their utterances. Nevertheless this type never happened in this research. The last type was Other-initiated other-repair

which usually happened in the form of questioning and correcting the mistakes. However, there was not a single occurrence of this type in this research. It was caused by the immediate correction from the lecturers. They did not question about the mistakes instead they correct it directly.

2. The factors that initiate repair

Furthermore, the researcher used Clark and Clark's theory to categorize the factors that initiate the repair. Those were Cognitive difficulty, Situational Anxiety, and Social Factors. The researcher found all of the factors that initiate the repair. The most frequent use of a factor that initiated the repair was cognitive difficulty. This factor happen because some reason included in this category. Those are when the student tell a long explanation about the topic, lack of vocabularies, lack of memorizing, generating complex sentences, pronouncing the words which have closer pronunciation, forgetting the ideas, incorrect grammatically, not fluent, less practice. It can be seen in except 10 of L1's conversation, the student make error in pronouncing the words which have closer pronunciation, "*Oke from the news that I have ever **read** (\ 'red\) before*" then the lecturer helps him by utter "***Read** (\ 'r d\)*" and the student accept it by repeating the words with correct pronunciation "*I have ever **read** before, there is one factor that ee there is racism*". From those phenomena, it is happen because the students forgetting the correct pronunciation the he pronoun the words have closer pronunciation, so he makes an error and repair by the lecturer. Another Phenomenon seen in excerpt 21 from L2's conversation, "*... there are three*

important things you can describe thing for example ... mobile ... [pause] mobile, mobile is things right?" in this case, the lecturer that make an error included in forgetting the idea. When delivering the ideas about the topic the lecturer get blank and repeating the words. From that case, it can seen that the speakers made a deal in their mind before having this error. So that it took longer time to produce the utterances.

The second was the situational anxiety. The researcher found several reasons categorized as this type. Those are Nervous, hastily, unconsciously or not focus, less preparation, afraid, less confident, embarrassed, shocked, public speaking, and in doubt. In the other way, this factor happens in the excerpt 14 in L1's conversation, the student utter the utterance "... *The students in this area is fulfill for all of student so he can't continue the study in all of Junior High School in central java after that he burn up what is that membakar*" then the lecturer help him to complete the utterance "**Burning**" then the student accept it "**he burn up anything for example he burn the ...**". In this case, the student looked nervous in delivering her thought so that he makes an error. It is because the lecturer asks her to convey her thought in front of the class, this is included in nervous affect. Then the next phenomenon is from excerpt 18 in L2's conversation, the lecturer asks the question to the student "*Character that you can learn ... [pause] that you can see apa characteristicnya that we can learn from woman who has not married yet.*" Then the students answer it but she makes an error in delivering her utterance "**She alone (Asking to the friend)**" and the lecturer replay it with correct answer

“Usually when woman is not get married do not using lips naturally”. In this case, it can be seen that this excerpt is include in less confident and less preparation because when the lecturer asks the question he is spontaneously point the student to answer his question. It makes the student made error because of less preparation and less confident. In the same way, those feelings affect their psychological conditions and feelings then caused the production of the utterances becomes less efficient or incorrect.

The last was social factors. In this case, the researcher found several reasons produced by the lecturers and the students in the conversation categorized as the social factors. Those are when the speakers are in hurry, confused, and under pressure. In the other way, this factor happens in the excerpt 2 in L1 conversation. The student utters the utterance *“Forest fire in Amazon.”* Reply by the lecturer by giving the question *“why must be somewhere far away from this country, in our country we have many forests that in the fire.”* Then, the student explains *“no. I mean [eee] is [ee] issues right now [eee]”* but the students make error by gets blank idea and helped by the lecturer *“Environment issue”* and accepted by the student *“Yes, it is what is important for us why people can’t save the world save the forest”*. From that case, it can be seen that the error happen because the lecturer always press her to answer the question and the student feel confused when explain about the topic. Therefore, it is caused an error in delivering her thought. In the case of under pressure conditions, one includes on

who is being the responder in the communication. The example if have a conversation with people who have higher education, older, and so forth.

The result of the research was also in line with the research done by Nadya and Sulistiani. First, as Nadya conducted her research, she found all of the types of repair. Those are Self-Initiated Self-Repair, Self-initiated Other-repair, Other-initiated Self-repair, Other-initiated Other-Repair. While in this research, the researcher found Self-initiated Other-repair and Self-initiated Self-repair only. However, the researcher did not find Other-initiated Self-repair. This type happened because there was a repair that occurred in the form of question to prevent misunderstanding. In case of the lecturers giving the question ahead and then the students repair the error, it did not happen. Instead, the lecturers immediately corrected the wrong words. It mean that the lecturer wanted the students to realize their mistake. Second, the researcher did not find Other-Initiated Other-Repair. The repair rarely happened in the conversation between the lecturers and the students. It was because lecturer immediately corrects the words without questioning. Rather than in a class, this type was probably found in talk show.

Second, Sulistiani found Self-initiated Self-repair and Other-Initiated Self-repair. While in this research, the researcher did not find Other-initiated Self-repair. This type usually happened in the conversation where the interlocutor who repaired the error words understands what the speaker should say. So, the

interlocutor repaired the error by giving the question first. It usually happened in an interview. However, this research occurred in the conversations between the students and the lecturers. The case that really happened here was that the lecturers did not question the mistake but immediately corrected the error. Therefore, the existence of Other-initiated self-repair was none.

Besides, the lecturers had their own characteristic to make students understand the material. First lecturer, L1, he engaged his students to learn by practicing more in speaking in term of group discussion. L1 also made the students to be more active by having the students deliver their thoughts about the topic in front of the class before the class ended. Meanwhile, L2, he engaged his students to learn by asking, questioning and giving an example. In the class, L2 explained the materials to get the students' awareness to ask question to the lecturers. Vice versa, the lecturers asked the students to give an example of the materials. Those two lecturers' characteristics in handling speaking class were different, but they organized the class well.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the study based on the result of the findings and discussion presented in the previous chapter. The researcher made conclusions and gave some suggestions to the readers. It is expected to give some information for the readers and for the next researchers who concern with this research.

A. Conclusion

In this study, conclusions are drawn based on the findings and discussion. From the data the researcher has analyzed, the researcher found some types of repair and factors that initiate repair uttered by the lecturer and the students in conversation.

The researcher found two types of repair regarded to the four types of repair proposed by Schelgoff, Jefferson, and Sacks, (1977) categorized as Self-initiated Self-Repair and Self-initiated Other-Repair. However, these least four types which are Self-initiated Self-Repair, Self-initiated Other-Repair, Other-initiated Self-Repair, Other-initiated Other-Repair. Additionally, the most frequently appears on the types of repair is Self-Initiated Other-Repair.

As for the second discussion, the researcher tries to explore the possible factors that initiate repair in conversation between the lecturer and the students. In

this case, the researcher found 21 data from the entire subject. According to Clark and Clark (1977), the factors that initiate repairs are three. Those are Cognitive Difficulty, Situational Anxiety, and Social Factors. From that case, the researcher found the most dominant factors is Cognitive Difficulty.

B. Suggestion

This research uses Schelgoff, Jefferson, and Sacks (1977) theory in categorizing the types of Repair and Clark and Clark (1977) theory in classifying the factors that initiate repair. Based on this research, the researcher suggests to the next researcher to apply this theory to another object, in this research the researcher uses conversation between lecturer and the students in the class. It was because the study found, self-initiated other-repair as the most dominant type. It is suggest, to the next researcher to find another types of another context. The other finding found that cognitive difficulty as the most dominant factors. Therefore, this research suggests the speaker to prepare the material well. In addition, this research also suggests the next researcher to investigate other areas, such as daily conversation, political speech, comedy performance and so forth. Also, for the next researchers, the researcher suggests to combine the theory with other theories.

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CURRICULUM VITAE



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