

**SELF-INITIATED SELF-REPAIR FOUND IN THE
CONVERSATION OF VIDEO PODCASTS *K-POP DAEBAK*
SHOW PROGRAM
THESIS**

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

2021

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SHOW PROGRAM**

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang in Partial Fulfillment of
the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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2021

STATEMENT OF THESIS AUTHORSHIP

I certify that the thesis entitled “**Self-Initiated Self-Repair Found in the Conversation of Video Podcasts K-Pop Daebak Show Program**” is truly my original work to fulfill the requirement for the Degree of *Sarjana Sastra (S.S)*. It does not incorporate any material previously written or published by another person, except those one that are cited as references and written in the bibliography. Due to this fact, I am the only person who responsible for the thesis if there is an objection or claim.

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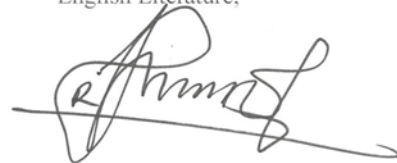
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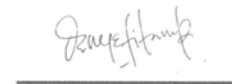
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MOTTO

“Any obstacle is breakable”

Rosé

“Another day, another story, always be positive”

DEDICATION

I proudly present this thesis to my father Moh. Nafe', S.E and my mother Ninik Fardah, S.Pd who always give me supports and loves. They have become my number one supporter. Also, thanks to my beloved sister, Tiara, and friend, Rania, who always support me by giving any encouragement, motivation and inspiration for finishing this thesis. Last but not least, I would like to give a million thanks to myself for not giving up and trying the best for this thesis.

ACKNOWLEDGMENT

All praises and thanks to Allah SWT, the highest power, the Most Gracious, and the Most Merciful, for pouring his blessings and graces upon me in order for me to fulfill this undergraduate thesis. Second, *sholawat* and *salam* may always be poured by Allah to our Great Prophet Muhammad SAW, who brings us warm wishes and leads us down the path of truth.

I was able to complete this thesis successfully because to some wonderful people who are always willing to offer advice, guidance, critique, and encouragement in order to help me improve it. As a result, it is my pleasure to express my heartfelt gratitude to the following individuals for their contributions to the completion of this thesis.

1. I would like to express my gratitude to my advisor, Mrs. Deny Efita Nur Rakhmawati, M.Pd. for her invaluable guidance, understanding, and hundreds of corrections, as well as her critical advice and knowledge of conducting this research.
2. I would like to convey my gratitude to my parents, Moh. Nafe' and Ninik Fardah, who always encourage me and wish for the best for the successful completion of this thesis. Also my younger sister, who has always motivated me to complete this thesis as quickly as possible.
3. I would want to express my sincere thanks to my good friend Rania Mutia Edison, who always listens to my concerns when I'm working on this thesis and provides motivation, advice, and inspiring talks. I also want to express my thanks to my friends Mazaya, Sabila, and

Cheppy for their kindness, support, inspiration, motivation, and insightful sharing discussion.

4. I'd like to convey my appreciation to myself, Aizatul, as a student who has finished and worked his best to complete this thesis.

I really admit that this thesis is far from great and might use some improvement. As a result, I am hoping that all readers and other researchers would offer suggestions and constructive criticism in order to improve my thesis. Despite the fact that it is far from perfect, I hope that this thesis will be useful to anyone who requires knowledge about this thesis.

ABSTRACT

Aini, Aizatul (2021) *Self-Initiated Self-Repairs with Positive Feedback Found in the Conversation of “K-Pop Daebak Show” Program*. Undergraduate Thesis, Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Deny Efita Nur Rakhmawati, M.Pd.

Key word: *Speech Error, self-repair, self-initiated self-repair, podcast*

Every people want to talk smoothly in real situations, yet they still create a variety of speech errors when they fail to deliver their speech properly due to nervousness, panic, or tiredness, as well as forgetting what they were going to say while speaking. As a result of the occurrence of a speech error in the utterance, the speaker initiated self-repair by correcting, clarifying, or just searching for the correct word to repair her/his own speech error. Therefore, the idea of self-initiated self-repair develops, as evidenced by the dialogue between the presenter and the guest star of K-Pop Daebak Show episode 72.

Methodologically, descriptive qualitative is used since the primary goal of this study is to provide in-depth data analysis. In general, this study examines self-initiated self-repair with the aim of identifying the different types of self-initiated self-repair in a podcast conversation between an American accent and a British accent brought by two American-Koreans by using the Levelt's theory reviewed by (Carroll, 2008). Then, it is expected to recognize how self-initiated self-repair strategies are used in conversation by using a theory of ten-operations in self-initiated self-repair proposed by (Schegloff, 2012).

These research findings reveal that that the speaker employed three types of self-initiated self-repair: instant repair, anticipatory retracing, and a fresh start. When repairing word errors, this type of anticipatory retracing is used most frequently. Moreover, this study discovered seven out of 10 self-initiated self-repair strategies: Replacing, inserting, deleting, aborting, searching, sequence hopping, and reordering. Replacing is the most commonly employed strategy in conversation. Furthermore, in this study positive feedback was consistently detected after the speaker's turn had ended, indicating that the presence of a feedback aspect aids this research in finding in-depth self-initiated self-repair strategies that occur during talks.

ABSTRAK

Aini, Aizatul (2021) *Perbaikan Diri yang Diprakarsai Sendiri dengan Umpan Balik Positif Ditemukan dalam Percakapan Program “K-Pop Daebak Show”*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Deny Efita Nur Rakhmawati, M.Pd.

Kata kunci: Speech Error, self-repair, self-initiated self-repair, podcast

Setiap orang ingin berbicara dengan lancar dalam situasi nyata, namun mereka masih membuat berbagai kesalahan bicara ketika mereka gagal menyampaikan pidatonya dengan baik karena gugup, panik, atau lelah, serta lupa apa yang akan mereka katakan saat berbicara. Akibat terjadinya kesalahan tutur dalam tuturan tersebut, penutur memulai perbaikan diri dengan mengoreksi, mengklarifikasi, atau sekedar mencari kata yang tepat untuk memperbaiki kesalahan tutur itu sendiri. Oleh karena itu, ide self-initiated self-repair berkembang, seperti yang ditunjukkan dalam dialog antara presenter dan bintang tamu K-Pop Daebak Show episode 72.

Secara metodologis, deskriptif kualitatif digunakan karena tujuan utama dari penelitian ini adalah untuk memberikan analisis data yang mendalam. Secara umum penelitian ini mengkaji self-initiated self-repair dengan tujuan untuk mengidentifikasi perbedaan jenis self-initiated self-repair dalam percakapan podcast antara aksent Amerika dan aksent Inggris yang dibawakan oleh dua orang Amerika-Korea dengan menggunakan teori Levelt yang diulas oleh (Carroll, 2008). Kemudian, diharapkan untuk mengenali bagaimana strategi perbaikan diri yang diprakarsai sendiri digunakan dalam percakapan dengan menggunakan teori sepuluh operasi dalam perbaikan diri yang dimulai sendiri yang dikemukakan oleh (Schegloff, 2012).

Temuan penelitian ini mengungkapkan bahwa pembicara menggunakan tiga jenis perbaikan diri yang diprakarsai sendiri: perbaikan instan, penelusuran ulang antisipatif, dan awal yang baru. Saat memperbaiki kesalahan kata, jenis penelusuran ulang antisipatif ini paling sering digunakan. Selain itu, penelitian ini menemukan tujuh dari 10 strategi perbaikan diri yang dimulai sendiri: Mengganti, memasukkan, menghapus, membatalkan, mencari, melompat urutan, dan menyusun ulang. Mengganti adalah strategi yang paling umum digunakan dalam percakapan. Selanjutnya, dalam penelitian ini umpan balik positif secara konsisten terdeteksi setelah giliran pembicara berakhir, menunjukkan bahwa adanya aspek umpan balik membantu penelitian ini dalam menemukan strategi perbaikan diri inisiatif diri yang mendalam yang terjadi selama pembicaraan.

مستخلص البحث

عين , اعزتل (2021) تم العثور على إصلاحات ذاتية ذاتية مع ملاحظات إيجابية في محادثة برنامج أطروحة "K-Pop Daebak Show" جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية ، جامعة

الإسلام نيجري مولانا مالك إبراهيم مالانج. المستشار دني إفيثا نور رخماواتي

الكلمة الأساسية: خطأ في الكلام ، إصلاح ذاتي ، إصلاح ذاتي ذاتي ، بودكاست

يريد الجميع التحدث بطلاقة في مواقف حقيقية ، لكنهم ما زالوا يرتكبون أخطاء الكلام المختلفة عندما يفشلون في إلقاء خطابهم بشكل صحيح لأنهم متوترون أو مذعورون أو متعبون وينسون ما سيقولونه أثناء التحدث. نتيجة لحدوث أخطاء الكلام في الكلام ، يبدأ المتحدث في تحسين الذات من خلال التصحيح أو التوضيح أو مجرد البحث عن الكلمات الصحيحة لتصحيح خطأ الكلام نفسه. لذلك ، تطورت فكرة الإصلاح الذاتي الذاتي ، كما هو موضح في الحوار بين المقدم والنجم الضيف في K-Show Daebak Pop ، الحلقة الثانية والسبعون.

من الناحية المنهجية ، يتم استخدام النوع الوصفي لأن الغرض الرئيسي من هذا البحث هو توفير تحليل متعمق للبيانات. بشكل عام ، تفحص هذه الدراسة الإصلاح الذاتي الذاتي بهدف تحديد الأنواع المختلفة للإصلاح الذاتي الذاتي في محادثات البودكاست بين اللهجات الأمريكية واللهجات البريطانية التي قدمها اثنان من الأمريكيين الكوريين باستخدام نظرية ليفيلت كما تمت مراجعتها بواسطة (كارول ، 2008). بعد ذلك ، من المأمول التعرف على المحادثة باستخدام نظرية عشر (Schegloff ، 2012) كيفية استخدام استراتيجيات التحسين الذاتي الذاتية في عمليات في التحسين الذاتي الذاتي التي اقترحها

تكشف نتائج هذا البحث أن المتحدث استخدم ثلاثة أنواع من الإصلاح الذاتي الذاتي: الإصلاح الفوري ، والارتداد التوقعي ، والبدائية الجديدة. عند إصلاح أخطاء الكلمات ، يتم استخدام هذا النوع من التصحيح الاستباقي بشكل متكرر. علاوة على ذلك ، اكتشفت هذه الدراسة سبعة من أصل 10 استراتيجيات ذاتية للإصلاح الذاتي: الاستبدال ، والإدراج ، والحذف ، والإجهاض ، والبحث ، والتنقل المتسلسل ، وإعادة الترتيب. الاستبدال هو الاستراتيجية الأكثر استخدامًا في المحادثة. علاوة على ذلك ، في هذه الدراسة ، تم اكتشاف ردود الفعل الإيجابية باستمرار بعد انتهاء دور المتحدث. وبالتالي ، في هذه الحالة ، يُظهر وجود عنصر التغذية الراجعة أنه يمكن أن يدعم هذه الدراسة في تحديد استراتيجيات الإصلاح الذاتي المتعمقة التي تبدأ أثناء المحادثات.

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CHAPTER I

INTRODUCTION

This chapter presents some important points related to the area of research; they are the background of the study, research questions, objectives of the study, scope and limitation, the definition of key terms, and previous studies. This chapter also deals with research methods consisting of research design, research instrument, data and data sources, data collection and analysis.

A. Background of the Study

Speaking is one of the language skills that have an important role in communication. Speaking can be defined as an activity that produces a language that turns into information or messages (Windani, 2019). Hence, with language we better understand how a communication can be built properly without misunderstanding and misinterpretation (Vandana et al., 2018). However, in real situations, people still often make various errors in delivering speech in either the first or second language. Errors that occur in speech are called speech errors. Speech error is a common thing that can be produced by someone who makes an error in using language when delivering speech. According to Zhu & Liu (2018) speech error refers to cases which are so prevalent in our daily lives because it is such a simple thing that most of us are familiar with. Speech errors can occur because people fail to achieve the ideal delivery of speech Muthmainnah (2014) and nearly every speaker is subconsciously making errors due to inattention, tiredness, carelessness, or having anxiety. In a simple way,

people can't avoid making errors in delivering speech, especially in their daily communication.

Even though people often make various errors in producing language they intended to utter, people also try to repair these errors by themselves as called self-repairs of speech errors. In psycholinguistics, self-repairs refers to speech production cases where the speaker repairs an error or corrects the appropriateness of their own speech. The process of correcting errors in the form of adding or replacing relevant information to the listener will most likely involve language production (Broos et al., 2019; Hennecke, 2013). That is, in the human process of producing language, speech is produced as a result of self-monitoring mechanisms.

Generally, the act of self-repair can be initiated by the speaker itself or the interlocutor. Self-repair which is initiated by the speaker is called self-initiated-self-repairs whereas the act of self-repair initiated by the interlocutor is called other-initiated self-repairs as explained by (Putry, Munir, & Purwati, 2019). However, to both of them, self-initiated self-repair is the most common types of self-repairs occur in daily communication. It is estimated that in natural speech, more than 60% of speech errors which is produced by the speaker are detected and corrected by the speaker itself (Nooteboom & Quené, 2020). Indirectly, when the speaker feels that he has produced a speech error either in conversation or monologue, he is tried to correct the errors in that condition.

Self-initiated self-repair refers to the language phenomenon in which speakers who have trouble with speech by making errors take the initiative to solve or correct it by themselves. As explained by Emrani & Hooshmand (2019), self-initiated self-repair has also been viewed as self-interruption, as the speaker who produces the original utterances interrupts and returns to correct what was said in his/her previous speech. Self-initiated self-repair occur when a speaker realizes and interrupt follows detection any kind of errors in her/his speech immediately. By using self-initiated self-repair, it means the speaker clarify the information by cutting the flow of speech and then changes it to a new form of speech (Windani, 2019). It shows that the speaker tries to avoid misunderstandings by solving language problems that can affect the flow of speech during the conversation. Hence, when the speakers doing a conversation cannot understand each other, self-initiated self-repair become an important strategy that the speaker will use to get the same understanding of the conversation.

The phenomenon of self-initiated self-repair is more common in everyday communication like both monologues and conversations such as interview or conversation of radio program or podcast program, in which nowadays many people are interested in listening to various programs presented by podcasts. As well as podcasts, it is a media which usually presents an audio recording that offers various episodes of the program with various subjects that anyone can hear. However, Sudjono (2015) said

by growing the interest of podcast listeners, nowadays, content creators are presenting new content in the form of video podcasts that can be accessed through a YouTube account. One of the podcasts that the researcher chooses as the object in this study is *K-pop Daebak Show* program episode 72th on the *Dive Studios Podcasts*, in which Eric Nam, an American-Korean, is the host, and Denise Kim, a member of Korean Idol, is the guest star, who is also an American-Korean.

This program is one of Korean podcasts which uses English when doing the conversation and it always invites guest stars who can speak English fluently. This podcast aims to attract listeners not only globally but internationally. This podcast is an interesting and educational program for any listener who wants to learn and also improve their English. Besides, by listening to this podcast frequently, we can achieve psycholinguistic goals where every moment in a conversation can lead to understanding spoken language, including supporting people's ability to research and restore the speaker's intention (Lowder & Ferreira, 2019).

Besides, this episode 72th of podcasts becomes more interesting when the interaction happen between the host and the guest who are fluent in English is still making errors in their speech during the conversation. In fact, both of the speakers are native who have no pre-existing speech delay or disorders experience problems in their speech and they do master the topic discussed since it is a reflection of their daily life. In addition, it is related to the facts that in podcasts people produce language spontaneously

and are suspected of making errors. Further, the difference in accent between the host who was using an American accent and the guest star that was using a British accent do not make their conversation chaotic even though several times they made errors in their conversation. The difference in accent shows a very interesting phenomenon related to their language production. The errors made by the speakers will affect their conversation and may create misunderstanding or misconception among the speakers. Thus, self-initiated self-repair is needed to correct or clarify the errors when delivering the speech.

As such an explanation before, it is obvious that the concept of self-initiated self-repair is connected with speech error which is produced by the speakers either native or not. In addition, to see what we can do to understand more about self-initiated self-repair, the researcher will start the research by learning some previous studies that related to this present study. That is, most of previous studies focus on the process of self-repairs that is used in correcting errors that have been produced by bilingual speakers in conversation.

For instance, Fatmawati & Suryadi (2020) investigated the repair strategies of speech errors used by the EFL learners to promote their interaction skills in academic speaking. They tried to find out the most frequently used of self-repair strategies by students in their conversation. Another previous study, Broos et al. (2019) investigated self-monitoring in bilingual Dutch-English. They suggested that speakers who are bilingual

Dutch-English have a slow response to correct the errors of the speech especially in their second language (L2). Meanwhile, Putry et al. (2019) conducted research on the act of repair initiated by the interlocutor is called other-initiated-self-repairs in student-student interaction. They investigated the mechanism of self-repairs in academic speaking to know the types of self-repairs used by the students during classroom interaction.

Unlike those three previous studies which investigated self-repairs of speech errors occurred in the second language, English, this present study will investigate self-repairing errors of speech that occurred in English as the first language. In addition, two of three previous studies used student-student interaction in an academic setting, while this study used native-native interaction in the form of conversation of the podcasts program. The use of podcasts program as an object of this present study, because this object is rare to be investigated in analyzing self-repairs. Even though this podcasts program is recorded, the moment of the speakers who carried out self-initiated self-repair was still there since they are considered as spontaneous and it is possible for speakers to make speech error and repair it immediately during the conversation.

Furthermore, related to the term of repair, this present study provides an overview of the repair analysis as an assessment by looking at Self-Initiated Self-repairs (SISR) which suggests the feedback based on referring expressions used by the listener. Besides that, this study will use a Levelt's theory reviewed by Carroll (2008) to identify the types of self-

initiated self-repair that are used by the speakers. This theory distinguishes three kinds of repair to deal with the way how the repair is produced. Besides it, this present study will focus on the differences between the host and guest star in repairing errors of speech by analyzing the strategies of self-initiated self-repair based on (Schegloff, 2012). This theory describes ten main types of operations that speakers use to deal with or change some source of suspected language problems in ongoing conversation.

At this stage, the researcher tries to complement or expand previous studies on self-initiated self-repair due to the difficulty in controlling our input or our thoughts when it comes to production speech experimentally (Harley, 2014). Indirectly, this shows that some speakers are expected in making errors and needed to carry out self-repair in the interaction between the host and the guest during the podcast program. Therefore, the researcher is decided to carry out research entitled “Self-Initiated Self-Repair Found in the Conversation of Video Podcasts *K-Pop Daebak Show* Program”.

B. Research Questions

Based on the background, the researcher intends to answer the questions below:

1. What are the types of self-initiated self-repair used by the host and the guest star in repairing errors of speech during the conversation of *K-Pop Dabeak Show* program?

2. How do self-initiated self-repair strategies carry out by the speaker take place in the conversation of *K-Pop Daebak Show* program?

C. Research Objectives

This study gives knowledge about self-initiated self-repair produced by the speakers in the conversation. Besides, this study carried out by formulating the objectives of the study as follows:

1. To identify the types of self-initiated self-repair used by the host and the guest star in repairing errors of speech during the conversation of “K-Pop Dabeak Show” program.
2. To find out how self-initiated self-repair strategies carried out by the host and the guest star take place in the conversation of "K-Pop Daebak Show" program.

D. Significances of the Study

This research is supposed to give information that has theoretical and practical significances in the psycholinguistics approach. Theoretically, this study is expected to provide information and deep understating about self-initiated self-repair in speech error made by the speakers in a conversation particularly in developing a theoretical framework of Carroll (2008) and Schegloff (2012). As we know, self-initiated self-repair of speech errors is a common thing that happens in language communication, so this present study can provide a reference for people to understand self-

repair which can improve communication efficiency and reduce misunderstanding.

Practically, the result of this present study is expected to give more understanding to the readers about self-initiated self-repair in speech error in the psycholinguistic approach particularly in understanding common types of self-initiated self-repair and the self-repair strategy that is used by the speaker. Also, further analysis of self-repairing errors of speech in speech production is carried out to find a solution to minimize speech errors when producing speech.

E. Scope and Limitation of the Study

This present study examines psycholinguistic approach specified on the language production cases; self-initiated self-repair occurred in daily communication. This study focuses on two problems of self-repair. Firstly, this study focuses on the types of self-initiated self-repair made by the speaker. Lastly, this study concentrates on the strategies of self-initiated self-repair used by the speaker during the conversation.

The limitation of this study is using some utterances containing self-initiated self-repair of speech errors taken from the transcription of the program of *K-Pop Daebak Show*, episode 72 on the *Dive Studios Podcasts*. The theory used in this study is reviewed by Carroll (2008) in which they presented three types of repair. Further, this study will use a theory proposed by Schegloff (2012) to analyze the self-initiated self-repair strategy of speech error used by the speakers during the conversation.

F. Definition of Key Terms

1. Speech error: is a common thing that can be produce by someone who makes an error in using language when speaking.
2. Self-repair: refers to cases where the speaker repairs an error or corrects the appropriateness of their own speech.
3. Self-initiated self-repair: is language phenomenon in which speakers of speech who have trouble with speech by making errors take the initiative to solve or correct it by themselves.
4. Podcast: is a media which usually presents an audio recording that offers various episodes of the program with various subjects that anyone can hear.

G. Previous Studies

The studies of speech production have been conducted by many researchers which are discussed a language phenomenon “repairs of speech error” that occurred in everyday life, such as interaction analysis involving L2 speakers. For instance, the study of self-repairs as a self-assessment oriented towards the students development of oral performance which is conducted by (Trisanti, 2017). This study is qualitative research which focuses on the types of self-repairs used by the students of English Department in speaking class. This study uses two types of self-repairs reviewed by Buckwalter (2001) that occur in self-assessment; they are Self-Initiated-Self-repairs (SISR) and Self-Initiated-Other-Repair (SIOR). For the research findings of this study, she found that SIOR occurs in 60%

of all improvements in student conversation. It shows that SIOR is a strategy that is often used to improve the speaking skill of students because it is one of the causes that encourage self-evaluation, along with self-verification and self-improvement.

Relevant study could be found in Vandana et al. (2018) which is investigated self-monitoring towards English students in speaking class. A theory that is used in this study is proposed by Shaw & Constanzo (1982) which focuses on individual self-control when the speaker made errors in delivering speech especially in second language (English). The result of the study shows that from 13 students three of them are carried out self-monitoring during a presentation in front of class. They also pointed out the students who make errors in the middle conversation during the presentation were doing self-repairs directly in that condition. Beside it, this study concluded that when the speaker is self-repairing of speech errors, it includes of self-monitoring which is seldom to be found in the speaking class of 5th semester students in English department.

This kind of research was also mirrored in the study of analysis self-repairs of speech errors in speaking performance of the 2nd year students in English Department which is conducted by (Windani, 2019). This study focuses on five major types of self-repairs based on Ali Kazemi's theory. She used this theory to make it easier for her to identify what types of self-repairs that used by the students. As these types of self-repairs are categorized in order from the simplest correction to the more

complicated one from the wrong one. Furthermore, she used content analysis in analyzing self-repairs of speech errors in speaking performance of English class. The result of this study showed that English students used most of the five major types for self-repairs during their oral performance. Besides it, this study also showed that most of the students are more frequently using linguistic repair rather than information-content repair.

Another study that links increasing self-repairs abilities and strategies with the level of proficiency possessed by EFL learners is this studied by (Wisrance, 2020). The study of analyzing the self-initiation self-repairs strategies towards English students in the speaking interaction with their lecturer is conducted as qualitative research which is used Conversational Analysis (CA) approach as the theoretical framework. The main purposes of this study are to identify the kinds of trouble sources that trigger students to use self-initiation self-repairs when doing oral interactions, to find out self-repairs strategies that are used by students in interacting with their lecturers, and to identify how students produce self-initiation self-repairs during their oral interactions. The results of the study indicate that; vocabulary, pronunciation, and grammar are types of trouble sources of language that often trigger self-repairs of students in interactions with their lecturers during the speaking class. In addition, the self-initiated self-repair strategies carried out by third semester English students in the oral interaction are replacement, partial repetition of

pronunciation, completion, corrections, repetition by modifying intonation, modification, and rearrangement.

Another research that discusses self-repairs analysis involving L2 speakers is conducted by (Haniah et al., 2020). They investigated the use of repetition as a self-repair strategy of an EFL learner in academic speaking. They tried to classify the types of lexical items that are frequently repeated when the speakers did indeed speech errors. Other than, they focus on the reason behind the repetition as self-repairs used by EFL learners. They used a theory proposed by Fox and Jasperson, (1995) to identify self-repairs used by the students. As the result, they found that type D, repetition and the replacement of one lexical item is frequently repeated by the students in academic speaking. Besides it, slip of tongue and twisted tongue as the main contribution of repetition items in self-repairs that found of this study.

Similar research has been conducted by Emrani & Hooshmand (2019), in which this study investigated self-initiated-self-repairs by involving the Conversational Analysis (CA) in classroom conversation. This study was focused on self-repairs structures practiced by the Irian EFL learners. In analyzing self-repairs, this study was using a qualitative method. The result of this study showed that Irian EFL learners used four self-initiated-self-repairs structures; they are replacing, inserting, deleting, and aborting in correcting error words during the conversation. The other

result showed that most of them frequently used replacing as the self-initiated-self-repairs structure.

From this elaboration of research findings, the researcher argues that most of the studies focus only on the types of self-repairs those are used by the speaker in speaking performance. Besides it, one limitation of past studies focuses on the interaction analysis involving L2 speakers as in the case of EFL learners in academic speaking. Also, some researchers have treated self-repairs as one of the language learning strategies of L2 learners that are distinctly different from each other. It is evident that some of these cases are accompanied by a narrowing of the focus to monitoring and error correction, partly due to the tendency of L2 speakers themselves to pay more attention to errors than L1 speakers.

From such a brief explanation about the research findings above, it means the researcher currently knows relatively little about various types of self-repairs of speech errors used by the speakers especially in L2 speakers. As we know self-repairs of speech error is a common thing that can happen in both monologue and conversation. Also, it can be said that it is a simple thing but very crucial because this can cause language problems in understanding information in a conversation. If the researchers want to get a better understanding, then we can conduct research in which to complement or expand previous studies on psycholinguistics, especially on self-initiated self-repair of speech errors by providing deeper insights into self-repairs occurs in conversation.

However, the focus of this study is broader on self-initiated self-repair, which refers to instances where English speakers launch sequences of corrections arising from language problems they experience speaking, hearing or understanding English in their conversations on podcasts. In that way, this recent study has begun to provide insight into self-initiated self-repair of speech errors analysis produced by the English speakers in certain contexts which is podcast media that consist of well-arranged text (planned) and without any arrangement before (unplanned).

H. Research Method

1. Research Design

This research was conducted using qualitative descriptive methods and Creswell's (2012) theory to analyze data collection because this study was verbal and analyzed without using statistical calculations. Simplicity, the data presented are descriptive and systematic interpretations based on supporting theory. This study is constructivist research that is part of a qualitative approach because it examines and describes language phenomena that occur in the topic of speech production, especially self-initiated self-repair of speech errors produced in everyday communication.

2. Research Instrument(s)

The research instrument used in this study is the researcher herself. It is the key instrument in which the researcher as people who

want to find the research problem itself. Since the data is the form of the transcript that contains utterances from the conversation of the podcast media, this study needs interpretation from the researcher to analyze the data directly. Hence, the researcher observed and took a part as an active participant who finds the accurate data for the study.

3. Data and Data Source

The data of this study consists of word(s), phrases, or sentence which contains of self-initiated self-repair. It is taken from the data sources. The data source of this study is taken from the conversation in the form of transcription of video podcast in the official account YouTube of Dive Studios Podcast under title *Catching Up: Denise of Secret Number/KPDB Ep. #72, September 2 2020* which is available online in <https://www.youtube.com/watch?v=UJNjZRtU10&t=996s> or <http://divestudios.io/kpdb-listen/>. The number of the data source is one video consisting of two main speakers which are one host and one guest stars of the *K-Pop Daebak Show*, 72 program. In this study, the researcher also collects the other material in supporting data source from the internet which is related to self-initiated self-repair of speech errors such as journal articles and e-book.

4. Data Collection

The researcher collected the data from a video podcast which can be accessed on the *Dive Studios Podcasts* YouTube account. In this case, the researcher will watch and listen the video podcast many

times, then transcript it in the form of utterances. The transcription of the podcast was conducted to make this study more reliable. Once the transcript was ready, self-repair used was identified. The identification process causes a highlight in the utterance that is identified as self-initiated self-repair in the form of table. In a table instrument, highlighted utterances were divided into types and strategies of self-initiated self-repair are presented.

5. Data Analysis

In analyzing the data collection, the researcher uses a Levelt's theory reviewed by Carroll (2008) to identify the types of self-initiated self-repair used by the speakers in correcting speech errors during the conversation of *K-Pop Daebak Show* program. Besides it, this study used a theory proposed by Schegloff (2012) to analyze the strategy of self-initiated self-repair of speech errors that used by the speakers.

The researcher does some steps to analyze the data. First, the researcher classified the utterance that contains self-initiated self-repair of speech errors according to Levelt's theory that presented three types of self-repairs. Then, the researcher got the types of self-repairs of speech errors that speakers produced in the conversation. The second step is analyzing the strategy of self-initiated self-repair that used by the speakers during the conversation on the podcast program according to what Schegloff (2012) has identified. From this step, the researcher will get the answer for the second question of how

this strategy of self-initiated self-repair can affect the flow of conversation. In addition, throughout the finding and discussion sessions, the analysis results are interpreted into qualitative descriptive explanations. Furthermore, the utterances are written line by line so that interpretation is easier.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter overviews and discusses the related literature of the study which is explained in sub-points that includes speech error and self-initiated self-repair consist of types of self-repair and repair strategies. Also, this chapter presents a brief explanation of feedback and *K-Pop Daebak Show* program as a complement to the related literature of this study.

A. Speech Error

Speech error or commonly called the “slip of the tongue” became the subject of research after the seminal publication of an article by Fromkin (1971) (Carroll, 2008). Speech error is a common thing that can produce by someone who makes an error in using language when speaking. Commonly, it is found in spontaneous / natural speech (Inayah, 2009). In essence, natural speech is far from the word ‘perfect’, it is full of doubts and errors. It happens because most of the people don’t prepare their planning of the conversation before having a speech and basically, spontaneous speech is made “on the spot” right there (Richter, 2006). Furthermore, speech errors occur because practically every speaker makes errors subconsciously owing to lack of attention, tiredness, carelessness, or anxiety. In a short, individuals can't avoid errors in spontaneous speech like chatting and speaking, especially in their daily conversation.

B. Self-Initiated-Self-Repair

Speakers do not only make occasional speech errors, they also regularly detect and correct their own speech errors that they are indirectly aware of (Nooteboom & Quené, 2020). As stated by Gao (2020), repair is an effort made by a speaker to smooth speech or conversation to achieve progression from an ongoing turn. The term "repair" is generally used to refer to self-repair or self-correction. Self-repair refers to cases where the speaker repairs an error or corrects the appropriateness of their own speech. According to Carroll (2008), self-repair refers to the correction that occurs when a speaker spontaneously interrupts her/his own speech and repairs speech immediately. Meanwhile, Hennecke (2013) stated that self-repair means correcting wrong words or utterances that is expressed accidentally by the speaker itself, in which the correction can be in the form of adding or replacing relevant information to the interlocutor.

Generally, the act of self-repair can be initiated by the speaker or the interlocutor. As explained by Schegloff (2007), when a person engages in 'self-repair' by initiating and completing the repair, it is called self-initiated-self-repairs, whereas when someone other than the speaker from the source of the problem initiates and attempts to correct the problem while the speaker repairs it, it is known as other-initiated self-repair. However, to both of them, other-initiated self-repair is rarely discussed by people because this phenomenon is rarely found in daily communication and will only appear where the interlocutor takes the initiative to ask for

communicative needs after knowing that there is a speech error made by the speaker in a conversation. Meanwhile, the phenomena of self-initiated self-repair is frequent to discuss since it is the most common types of self-repair in daily communication. As per estimates, more than 60% of speech errors made by the speaker are detected and repaired by the speaker in spontaneous speech (Nooteboom & Quené, 2020). Indirectly, when the speaker believes he or she has made a speech error in conversation or monologue, he or she is encouraged to repair the errors.

Self-initiated self-repairs is a linguistic phenomenon in which speakers who are having difficulty with their speech due to errors take the initiative to solve or repair the problem on their own. According to Emrani & Hooshmand (2019), self-initiated self-repair has also been referred to as self-interruption, in which the speaker who made the original utterances interrupts and returns to repair what he said before. Furthermore, Hoa & Hạng (2019) stated that self-initiated self-repair involves the speaker who is creating the source of the language problem and initiating the repair then coming to a conclusion on the same turn. In the opinion of Schegloff (2012); Trisanti (2017), it occurs when the person producing a speech containing the source of the language problem is also the one who is responsible for both initiates and completes the repair by indicating that the problem is being experienced. In that so, the main feature of self-initiated self-repair is sudden distraction: the speaker interrupts the

ongoing conversation and repairs something that has already been said with a new utterance.

1. Types of Self-initiated Self-Repair

(Carroll, 2008) reviewed those three types of repair from Levelt's theory in order to deal with the way how the repairs produced are;

(a) **Instant Repair** refers to the way of speaker in retracing back to a single troublesome word, in which it is replaced with the correct word/utterance. Instant repairs position the repairing word initially, directly after the interruption and the eventual editing term. For instance:

- (i) Again left to the same blank crossing point—white crossing point
error word repair word

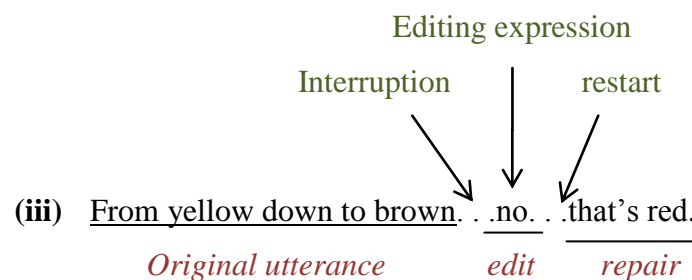
The error word “blank” instantly repair with the repair word “white” after the speaker realizes that there is a speech error in his/her speech.

(b) **Anticipatory Re-tracings**, the speaker retraces to some point before the error by replacing the error word and inserting one or more words before the error, as in sentence:

- (ii) And left to the purple crossing point—to the red crossing point.
error word repair word

The error word “purple” is replaced with the repair word “red” where the repair traces back to the beginning of the prepositional phrase.

- (c) **Fresh Start**, in which the speaker drops the syntactic structure by leaving the original speech and starting over with a new construction, as in sentence:



Fresh start is more likely to occur if the original speech is not contextually appropriate (44%). This happens when what we say is technically correct but awkward or doesn't fit the situation, we tend to restate it with repair words.

In general, speaker repairs their speech in a way that maximizes the listener's understanding. In this case, the self-repair characteristic in which the speaker interrupts themselves quickly, then she/he uses their editing expression that shows the type of error, and lastly the repair itself is systematically constructed is an aspect that speaker can use. It aims not only to understand the repair but also how to adapt it to the ongoing discourse.

2. Self-Initiated Self-Repair Strategies

(Schegloff, 2012) describes ten main types of operations that speakers use to handle or change some cause of suspected language problems in ongoing conversations. He prefers action terms such as "replacing", "inserting" and the like over the conventional use of nouns such as "replacement", "insertion" to emphasize that these are operations or strategies performed by the speaker. Here the main types of self-initiated self-repair strategies:

(a) Replacing

The term "replacing" is intended to refer to a speaker who replaces the articulated element in whole or in part of the speech experiencing a language problem (speech error), which assumes that different element, but still maintains the notion that "this is the same utterance."

i. Replacement of a word

An: [(I was) (x)] but I would probably actually be **paying-**
playing Bingo Lotto not se[eing] (x x) on Robin[son
 (x x)friends]

ii. Replacement of a phrase

Li: This just e: showed **how much=how little** respect she
 had for me

E: m

From these examples, it suggests that the cut-off is followed by repairing which can be interpreted as the replacement of one item for another. Once the repair has taken place, the utterance continues as initially projected.

As well as replacing, Schegloff (2012) also describes the main point of replacing strategy, they are:

- The term “replacing” does not have to be the same linguistic or grammatical object as the source of the problem being replaced, but it can also be.
- Replacement can be a repetition of the elements of the turn just before the source of the problem or not, or can also repeat the elements after the source of the problem.

(b) Inserting

The second operation that can be used is when the speaker inserts one or more new elements into the turn so far, it can be recognized other than what are on the tap to say next, as in example:

- The conversation of Joyce & Stan (Schegloff, 2012, p. 46)

Stan : And for the hat, I'm looking for something uh a little different. Na– uh:f: *not f* : : ***exactly*** funky but not (.) a r-regular type'a .hhh >well you know I I< have that other hat I wear. You know?

Joy : Yeah.

Stan inserts “exactly” before “funky”. In this case the speaker has articulated the first sound of the element before which the insert word is to be inserted, and has then initiated repair.

(c) Deleting

The term "deleting" means the speaker removes/deletes one or more elements already partially or completely articulated on the turn of speech so far. Deleting is much rarer than most of the repair strategies that used by the speaker. For example (Schegloff, 2012):

Bee : .hhhh So she told me of a place on Madison Avenue 'n

Sevendy Ninth Street.=

Ava : =M[mm

Bee : [tuh go and try there. Because I **als**.-I tried Barnes 'n

Nobles 'n, (0.6) they didn't have anything

Initially, this example shows that the speaker deletes the word “also” and repair it with the word “tried” before the word “I”.

(d) Searching

Based on Schegloff's explanation, the term "searching" refers to "word searches", but that turned out to be too restrictive. The goal of this strategy is to help the speaker in extending the time to find the correct word(s) he wants to say when completing his speech. Sacks noted that "searching" fell into two kinds,

which he called "précises" and "delicates". Names that include names of people, places, businesses, and the like are common targets for searches of the "precise" type Schegloff (2012), as example on:

Olive: You know Mary uh... oh...what was it...uh...Thompson

From this case, it can be seen that Olive can't think of a single word she needs to speak in the first place, but in the same turn after an editing expression that shows doubts like "uh", "oh", she can find repair word "Thompson" and start correcting her speech.

(e) Parenthesizing

The parentheticals indirectly add an element to the turn-in-progress and usually consists of a clause turn. However, not all parentheticals are involved in dealing with possible problems in conversation, but they can be used for such a use. As example on the conversation of Rubin and Kathy (Schegloff, 2012, p. 51):

Rub : What do you mean it wove itself once it was set up.=

= [What does that] mean.=

Kat : = [O h i -] = Well I mean it's very simple, ('hhh) (0.8)

→ It's exac[tly the same in the we]:ft as it is in the=

Dav : [She also means th't-]

Kat : → =warp.

(f) Aborting

The term “aborting” refers to how the speaker carries out an existing plan in alternative way to complete the same task. In aborting, the abandoning is followed by different attempts to achieve the same result, and it may pause before continuing the speech, or stop production of the turn without further ado. As example on the conversation between Sherrie and Mark (Schegloff, 2012, p. 53):

Shr : Who was the girl that was outside (0.8)

Mrk : Debbie. (0.8)

Shr : Who is Debbie?

Mrk : (Katz.) (0.7)

a1 She's just that girl thet: uh:, (0.2)

a2 'hh I met her through uh:m:., (1.0) I met her in Westwood.=

This example shows that Mark aborts the speech turn twice, gives up on each one by coming up with two different ways when answering Sherrie's question, in which he hesitates for few seconds before he repairs it with the right utterance.

(g) Sequence Jumping

Jumping sequences are repairs initiated and performed by jumping to something unrelated to the turn of speech and the

ongoing sequence without pause. The example of this strategy can be seen in the conversation below (Schegloff, 2012, p. 56):

Rub : They don't mind honey they are just not going to talk to
us ever again.=

Dev : =(hehem)/ right **(0,8)**

Kat : We don't mind <[we just never going to talk to you ever=

Dev : [(No, but)

Kat : =(hh heh)

Rub : heheheheh

Kat : [No: :] that is all right

Fre : [So: :]

Dav : [()].

Fre : [You know what were gonna—] in fact I'm—she I have
not seen her since I spoke to you but I am going to talk to =
what a you making? (0.2)

Kat : it's a —blanket

Fre : did you weave tha[t yourself]

Kat : [I w o : :]ve this myself.=

In this case it is seen that if Frieda experiences an uncomfortable situation then she immediately changes the direction of the conversation by saying "but I'm going to talk to", which clearly shows if one sequence is going to a completely different order.

(h) Recycling

The term "recycle" refers to a situation in which the speaker repeats a bit of a previous conversation - which has usually just been spoken. Recycling can be a repair operation in and of itself. One location where recycling regularly functions as a repair operation itself is in the "survival turn". As example on the conversation below (Schegloff, 2012, p. 61)

Shl: rel: So: I mean it's not because **he's—he's—I** mean it's

Rpl : not because **he's** not going, it's because (0.5) his
money's not: (0.5) funding me.

Deb: okay.

This case indicates that the phrase "he's" is a point of reference for the next utterance - that is, "not HE, the money."

(i) Reformatting

The starting point for reformatting operations is grammar, as most of these strategy repairs involve grammatical category. This strategy can be seen in the conversation below (Schegloff, 2012, p. 62):

Bee : So, < I got some lousy cou(h)rses th(hh)is term too.

Ava :Kehh huh!

Bee :‘hhh [h m—]

Ava : [W—whe]n is your uh , weh—you have one day you
only have one course uh?

Bee : mMo[n]day and Wednesday:[s right.] That's my=

Ava : ['hhh [O h. that's—] =linguistics course [hh

This case indicates that this conversation contained a WH question which is reformatted as Ava's question, which shows that what starts out as declarative can be reformatted as a negative question.

(j) Reordering

Reordering is an operation that can be used by the speaker to determine and arrange the order in which the elements in the process must be arranged

Rse : An'tit– (0.3) An'tit left'er (0.4) quite permanently damaged

°I s[uppose°

Bea : ['tk Uh: apparently, Uh—he is still hopeful

Rse : The husb'n.

Bea : -> Ah hah end you **never just** (•) eh you *just never* saw
such devotion in your life ...

This is an example of reordering the elements of an ongoing process. In the conversation, it can be seen that Bea is on her way to say “you just never saw such devotion” when she hears “you never just”. After reordering the elements, she did a repair by restating her words with reordered elements.

C. Feedback

Feedback is a short and simple response in the form of a reactive signal either verbal or non-verbal from the listener to the speaker's utterance which intends to encourage the speaker to continue his turn in speaking (Kong & Su, 2014). Although it does not offer important information, feedback is designed to influence or strengthen arguments, and change behavior, concepts, and attitudes in a conversation (Sarkany & Deitte, 2017). It shows that feedback plays an important role since it contributes a lot to a smooth and successful conversation. When doing a conversation, people can give feedback between positive signals of understanding, such as nods, or negative signals of misunderstanding, such as frowns. Thus, at this stage, providing feedback becomes the main part of self-initiated self-repair carried out by the speaker.

As an explanation before, self-initiated self-repairs becomes an important strategy in the conversation that the speaker will use to get the same understanding. Normally, the interlocutor who provides ongoing evidence of how well they are following and understanding the speaker's turn will give a positive feedback. It suggests the appropriate signals of understanding using gaze, facial expressions, and background channels such as nods, smile, "yes", "great", "right", "okay" or "aha" (Healey et al., 2018). Those signals of understanding indicate a characteristic of social interaction features that occur in real time interactions between the speaker and interlocutor during a conversation. However, this is different

if the interlocutor shows difficulty processing or lack of coordination of the information then it indicates that he/she need for clarification requests (Eshghi et al., 2015). This means that the interlocutor provides negative feedback of the speaker's turn in the conversation. Usually, the interlocutor gives feedback at the end of the speaker's turn.

D. “K-Pop Daebak Show” Program

For some people, who are quite familiar with podcasts, of course, they know that through podcasts we can not only get entertainment, but we can also use it as a means of learning or training an ability, one of which is listening skills in English. One of the most familiar English podcasts is DIVE Studios podcasts, in which it is a podcast network company that was founded in July 2019. This company has production studios in Seoul, South Korea and Los Angeles. DIVE Studios itself produces various podcasts aimed at international K-Pop fans, Asian Americans, and those of you who have an interest in Asian arts and culture (Mega, 2020).

The great thing about DIVE Studios is several variations of the podcast program with interesting and very up-to-date topics such as Pop culture, young adulthood; music, K-Pop, movie reviews, and all the topics are very close to young people (Mega, 2020). In addition, each podcast also has well-known hosts, such as Eric Nam, a long-time veteran of the industry as a K-pop artist and celebrity, where he reviews the week's best new songs and occasionally interviews the artist himself on the *K-Pop Daebak Show* program.

The *K-Pop Daebak Show* program is one or maybe the only podcast that provides updates about the K-Pop world for international fans every Monday. For those of you who have difficulty understanding Korean, this podcast will really help you to always be updated with K-Pop. In this program, Eric Nam often invites guests from famous South Korean idols or singers who are capable in English. Since this program use of English as a communication tool which is easy to understand because it often uses slang or daily vocab, so it can help you increase your vocabulary and make it easier to practice listening skills. Furthermore, this podcast can be accessed through several platforms such as Spotify, Apple Podcast, and YouTube DIVE Studios Podcasts where we can see the visuals of the host and the guests while doing a conversation or monologue in podcast.

CHAPTER III

FINDING AND DISCUSSION

This chapter presents and discusses the findings of the present study that involve the answers of the questions in the first chapter. The presentation of data in finding and analysis of the data is the result of research that has established the various types and strategies of self-initiated self-repair. In addition, this chapter provides an explanation based on the results of data analysis elaborated in the discussion session.

A. Finding

This section presents the findings of the data of self-initiated self-repair carried out by Eric Nam and Denise Kim in the conversation of the *K-Pop Daebak Show* episode 72. In order to gather the data, conversations between two speakers were transcribed into words. There are 120 data obtained from the transcript of the conversation. In the findings, the sample data used by the researcher largely appeared in the speech produced by the speakers. The data was selected as an analysis material whose choice was intended to get a clear picture of the types and strategies of self-initiated self-repair used by the speaker while correcting the speech errors made previously. The researcher analyzed the data using Levelt's theory of types of self-initiated self-repair reviewed by Carroll (2008) and Schegloff's ten-operations in self-initiated self-repair (2012), which are employed by speakers to keep the discussion continuing and avoid/minimize any misunderstandings between the two speakers. In order

to better understand the data, the researcher divided it into two sections based on the research questions: the types of self-initiated self-repair utilized by both the host and the guest star, and the strategies they took to overcome the error.

A.1 Types of Self-Initiated Self-Repair

The first aspect found is the type of self-initiated self-repair that both Eric and Denise utilize to correct their own errors when delivering a speech. Instant repair, anticipatory re-tracing, and fresh start are three types of self-repair that speakers might utilize to deal with how the correction or repair is created, according to (Carroll, 2008). Based on the analysis of the data, the author discovered those three types of self-initiated self-repair in this investigation. The following table shows the overall number of types of self-improvement used by all speakers in the conversation, along with the percentage of each type of self-improvement utilized.

Table 1. Types of Self-Initiated Self-Repair

No.	Type of Self-Initiated Self-Repair	Frequency			Percentage
		Denise	Eric	Total	
1.	Instant Repair	10	4	14	30.4 %
2.	Anticipatory Re-tracing	17	3	20	43.5%
3.	Fresh Start	6	6	12	26.1%

Through data analysis, it was shown in table 1 that 43.5% of utterances are the type of anticipatory retracing that is mostly done by speakers in self-repair acts. This type was used in a total of 20 occurrences that were counted in detail and 16 of the 20 occurrences made by Denise. Following that, the second most used type is instant repair with a number of 30.4% percentages. Meanwhile, the type of fresh start is used in 12 number of utterances which had 26.1%. All of these types of repairs are covered in detail in the sub-sequences below.

1. Instant Repair

Instant repair is one of three types of self-initiated self-repair that refers to the way speaker is doing a repair by retracing back to the error word without repeating words before the error and immediately replacing it with the correct one.

Datum 1

Denise : I've been — it's been great since I was listening to the
error repair

trouble with you on the way here

Eric : Really?

Denise : Yeah

The conversation in datum 1 begins with Denise as the speaker who gives a statement about the activities she did on her way to the shooting location. However, she made a speech error at the beginning of her speech. Denise, realizing that her

statement contained an incorrect word; she cut off her speech and retraced back to a single problematic word to offer a correction. Directly, after the interruption, she completed the repair at once by carrying out this instant repair to replace the error word “**I’ve**” with the correct word “**it’s**” without repeating any other words before the error. After this type of instant repair occurs, she continues her interrupted speech.

Datum 2

Denise: Yeah, it was—I was, I could never be Mario. I

error *repair*

was always going to be Luigi

Eric : Uh-hu

The conversation in the second datum starts with a statement from Denise, who shares her view that even when she plays Mario Bros, she always plays as Luigi. Unfortunately, she committed a speech error on her first utterance of the speech. Denise became aware of the error and immediately corrected it by interrupting her sentence. In that state, she took the initiative to correct it by herself and carried out the type of instant repair to substitute the troublesome word “**it**” which refers to the third person with the correct one “**I**” as the first person pronoun to clarify that her utterance referred to herself who was never be a Mario.

Datum 3

Eric: And that's true. He's he-he...we were talking about
 this the other day...but...I—he has like 4th or 5th
error repair
 birthday party

Denise: Uh-hu

In datum 3, Eric begins the conversation by talking about his younger brother, who has a birthday celebration when he is 4 or 5 years old. However, after completing the first utterance, he made a pronoun error in the delivering of his second speech. At that point, he admitted his speech error and quickly stopped the flow to carry out the strategy of instant repair. He utilizes this strategy to repair by changing the error word of the first person “I” with the correct word “he,” as the third person which refers to his sibling who received a birthday celebration.

2. Anticipatory Re-tracing

Anticipatory re-tracing is the second type of self-initiated self-repair that is frequently used by the speaker in repairing errors. This type refers to the way of the speaker in repairing error by retracing back to the word before the error word then replacing it with the new word.

This conversation started with a question about the podcast which was asked by Eric, as the host. Then, Denise who was then a guest star tried to keep it up in the discussion by answering the question directly. However, in the middle of delivering her speech, she made a speech error. Denise, who realized that she just made an error; she interrupted her utterance and repaired it in that condition. When she made a correction to a troublesome word, she carried out this anticipatory re-tracing. It shows that she replaced the error word “**have**” with the repair word “**am**” where the repair traces back to the beginning of the element of pronoun “*I*”.

Datum 6

Denise: Until I think I found some...I found people that I
error repair

got to know... and also I found a lot of foreigners
 that were coming to Korea for internship
 opportunities and things like that people I had
 met...and for different reasons

Eric : Yeah-yeah

From datum 6, it shows that the speaker, Denise produced an incorrect word in the beginning of her utterances. It happened when a flow of repair occurred unexpectedly soon after the targeting word "some," in which it did not belong in the statement she was speaking. Be aware of this error, she interrupted her own

speech and took the initiative to repair it. She started to repair it by repeating some words from the previous phrase: *I found*. Then, she repaired the error word “**some**” by replacing it with the word “**people**” which one is more suitable with the next word he will say.

3. Fresh Start

Fresh start is the third type of self-initiated self-repair which refers to the situation when the speaker is leaving her/his own original speech and starting to restate it with the new structure.

Datum 7

Denise: I was like oh my gosh. But I-I was pretty sure like, I went to

editing expression
interruption ↓ restart

school actually I got into music at a really young age...uhm...my
Original utterance *edit*

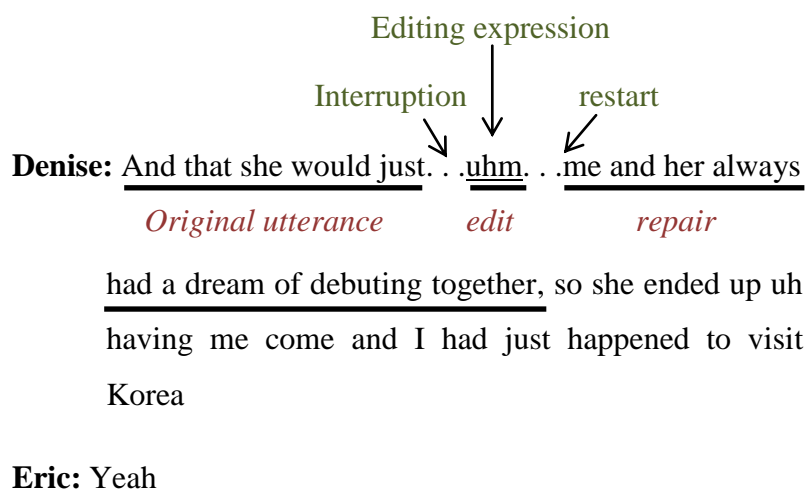
day actually did classical singing for a while
repair

Eric : Wow

This datum shows that Denise started the chat by telling us about her journey into the world of music when she was a child. Just as she was about to complete her speech, a speech error occurred in the middle of it. Denise, realizing that she had just made an error, paused for a few seconds towards her speech and

corrected it using a fresh start strategy. This is shown in the preceding dialogue, where she has started again to correct her own speech, even if it is technically correct but feels awkward. It shows that Denise hesitated after saying: *actually I got into music at a really young age*, so she interrupted herself and used one of the editing expressions: *uhm*, which demonstrated the error she made once she became stuck in the middle of her sentence. After using this simple edit, she repaired the original speech and restarted it with a new structure: *my day actually did classical singing for a while*; it still has information on the music she did when she was younger.

Datum 8



Denise, the speaker, began the talk by making a statement about her road to become an idol. However, when he first delivered his speech, it was obvious that he had made a speech mistake. Denise, realizing that she had just made a mistake,

paused her speech flow a while and corrected it in that state. She used a fresh start when she corrected problematic words because her previous speech was not contextually suitable. This can be seen when Denise started a conversation by saying a few words: *And that she would just*, which she hesitated to continue until stopped the flow of the utterance and used an editing expression: *uhm* as a filled pause to show the interlocutor that she still wanted to continue her speech with the new structure. After that, she repaired the previous utterance with a new one: *me and her always had a dream of debuting together*, in which the repair itself is built systematically with different structures that matched the next utterance.

Datum 9

Denise: Uh-hu and right. When I was starting, I think an online school wasn't that big of a thing, so it was really tedious as the time. We weren't really sure if that would work out, but...it was great, I got all. I finished high school and everything and I graduated.

Editing expression

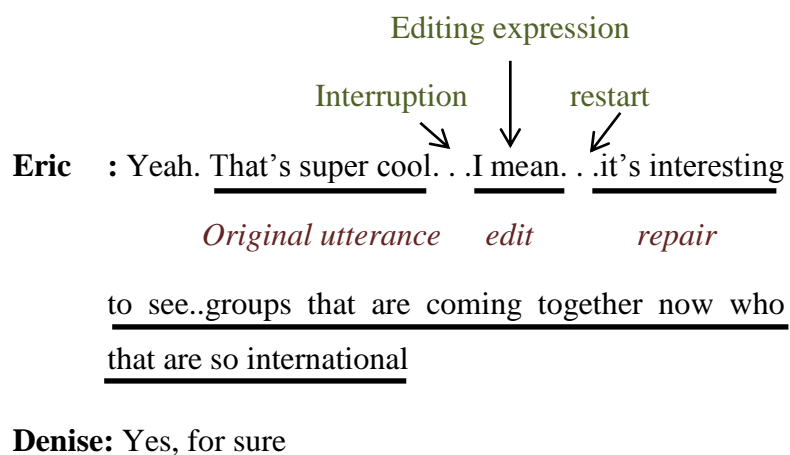
Interruption ↓ restart
 ↘ ↓ ↙
I actually ended up. . uhm. . I was in Houston, I
Original utterance *edit* *repair*

was finishing senior year while I was actually in my current company

Eric : Hmmm

In this datum, Denise, who was the speaker, started the conversation by sharing her experience in completing her education. She made an error, though, as she was about to complete her speech. She was aware of the error and took action to correct it. After hesitating to continue his speech, she employed the fresh start strategy because she felt that her utterance is not suitable with the situation. Hence, she ended up to restart her utterance with a new structure: *I was in Houston*, after she cut off her speech and inserting editing expression: *uhm*, to show the interlocutor that she got stuck in the middle of her original utterance.

Datum 10



This conversation shows Eric giving his response about the currently international K-Pop group. As soon as he began to give his speech he carried out a speech error, namely hesitation. Hence, he uses this fresh start strategy to quickly repair it. This

can be seen when he began a discussion with a few words: *that's super cool*, and then hesitated to continue until she interrupted the flow of the speech and used an editing expression: *I mean* to fill the pause she created. Then, he begins to restart the original to the new one which shows Eric's admiration for a group that is currently very internationally considered attractive and interesting.

A.2 Self-Initiated Self-Repair Strategies

The second aspect found in this study is how Eric and Denise carried out a self-initiated self-repair strategy to repair their own error when delivering speech. Following Schegloff (2012), this study is nearly based on his framework employed in their study for the structure. This study discovered seven self-initiated self-repair strategies, namely replacing, inserting, deleting, searching, aborting, sequence jumping, and reordering. The table below displays the total number of self-initiated self-repair strategies employed by all participants in the conversation, as well as the percentage of each strategy of self-initiated self-repair used. Additionally, in order to get a better understanding whether a self-initiated self-repair strategy exists, this study employs a supporting theory of feedback to see if there is an influence on the ongoing conversation.

Table 2. Self-Initiated Self-Repair Strategies

No.	Strategy of Self-Initiated Self-Repair	Frequency			Percentage
		Denise	Eric	Total	
1.	Replacing	27	7	34	45.9%
2.	Inserting	12	5	17	23%
3.	Deleting	6	1	7	9.5%
4.	Searching	5	2	7	9.5%
5.	Aborting	6	1	7	9.5%
6.	Sequence Jumping	-	1	1	1.3%
7.	Reordering	1	-	1	1.3%

Based on the analysis, Sequence jumping and reordering strategies were found to have the fewest total number of self-initiated self-repair strategies. Each strategy claimed 1% of the utterances, according to the table. In the specifics of each strategy, the number 1 utterance was collected. Deleting, searching, and aborting were ranked second and third, respectively, in terms of the fewest strategies used, with each strategy accounting for 9.5 percent of the total. The second most popular strategy is inserting, which is employed in 17 utterances and has a percentage of 23 percent. In terms of replacing strategy, the largest amount of utterances is repaired. The replacing strategy was used in 47 percent of the cases, with 34 utterances, as shown in the table above. All of these strategies for self-initiated self-repair are detailed in the sub-sections below.

1. Replacing

Replacing is probably the most common strategy used or frequently encountered in repairing the same turn of dialogue or monologue either in English or in some other language. Replace is a strategy that refers to speakers who replace elements that have speech errors in order to maintain understanding.

Datum 11

Eric : Please everybody give **a white—a wise** warm welcome, **a nice warm** welcome to Denise of *Secret Number*

Denise: Yes, Hi. Thank you for having me. I am so excited to be here. I love Dive!

In datum 11, Eric began the talk by giving a warm welcome to Denise's presence as a guest on his podcast. However, he appeared to make several errors in his delivery of the speech. It shows that, when repairing it, he used the Replacing strategy twice. To begin with, he used the incorrect word: *white* in his speech, which was incompatible with the next words, so he cut it off and replaced it with the proper word: *wise*. Even after replacing the term *white* with the word *wise*, he still thought it wasn't suitable, despite the fact that it was technically correct. As a result, he substituted the incorrect term; *wise*, with the proper word; *nice*, which is more appropriate for the following words.

He used this strategy by repeating the word *a* before the error word when making repairs, making it part of the replacement of a phrase.

After the speaker finishes the utterance containing the repair, he gets feedback from the interlocutor, Denise. She provides a positive response in the form of: *Yes, Hi. Thank you for having me. I am so excited to be here. I love Dive!* This gives the impression that she is flattered and happy to be on this podcast. With this feedback, it is clear that the interlocutor can understand well what the speaker said previously.

Datum 12

Denise: So, uhm...I did struggle for a while when I was here, I didn't know anyone I, but again I'm very...good at...being alone, so **I don't—I never** really had a problem with it

Eric : Uh-hu

In this datum, the conversation begins with Denise who shares her information about her struggle for being alone in another country. When she was delivering her information, she made an error in the last utterance. She realized it and interrupted her speech to start a correction by employing the strategy of replacing. In that way, she replaced the error: *I don't* with the item: *I never* that can be substituted correctly. At this stage, she carried out the replacement of a phrase when repairing error

because she used to repeat the pronoun; *I* in the segment of repair. Thus, once the repair has taken place, the utterance continues as previously projected.

Just as the speaker's turn ended, Eric, who was the interlocutor at that moment, provided a short feedback. He simply uttered: *uh-hu* to respond to Denise's speech. This verbal feedback is given to the speaker to indicate that he got a point and an understanding of the information delivered by Denise.

Datum 13

Eric : Well I'm curious, you know I - I think you've had such *a*—*an* atypical upbringing, right?

Denise: For sure

Eric, as the host, initiated the conversation by asking Denise a question. He made a grammatical error just as he was about to complete his question. He became aware of what he was saying and interrupted himself directly. He employs the Replacing strategy while trying to correct the error. Eric appeared to be utilizing the article; *a* rather than the article; *an* at that point. As a result, he repaired it by putting the article; *an*, which refers to a noun phrase that starts with a vowel. Eric's strategy was uncertainty, replacement of a word, in which he quickly replaced the incorrect word with the correct one without considering the previous word.

Once the repair has taken place, the interlocutor, Denise, begins to give a feedback towards Eric. After hearing the question delivered by Eric, Denise just gave a short response “*for sure.*” This indicates that she got a point of what he was saying.

Datum 14

Denise: Oh my gosh. So, I’m just kind of like oh shoot.
So, in my head I’m like, this is age and if I say it
a lot—I dare say it **out loud** it’s over that’s the
second though.

Eric : Yeah, don’t you dare

The conversation in the datum 14 is a part of age discussion among Denise and Eric. However, in the middle of discussion, Denise, as the speaker, seems to mispronounce a word. Originally, she was willing to say the word “out loud,” but instead of saying: *out loud*, she first said: *a lot* which has similar pronunciation. Denise, realizing that she's already made an error, stopped her speech and corrected it in that state. When she made a correction, she used this strategy of replacing. It shows when she takes an action of repair which aims to replace the word: *a lot* with the word: *out loud*. At that point, the repair of this replacement of a phrase succeeds since he repeated the previous phrase: *I dare say it*, before the repair word.

Furthermore, Denise, who was able to repair and finish her speech, also received feedback from Eric. Eric, who was listening

well at the time, gave a simple response: *yeah, don't you dare* to let Denise know if he understood what she was saying. Also, this feedback is indirectly conveyed in the form of a joke which advises him not to dare to say something about age-related things out loud.

2. Inserting

Inserting is another strategy of self-initiated self-repair used by the speakers in this ongoing conversation. This inserting refers to the strategy when the speaker inserts or adds a new element of a word or an utterance.

Datum 15

Eric : We're going to get to know you...uhm...I was doing *a lit* : : **very little** bit research

Denise: Yes

In this datum, Eric starts the conversation by delivering his speech about how he and other podcast listeners wanted to get to know Denise who is currently the new idol in K-Pop. Just he said a few words; he seemed to make an error. He realized his speech error while in the middle of a talk and instantly interrupted himself. As a result, he took the initiative to repair it on his own by carrying out replacing strategy. In this case, he added the word *very* before the word *little* in which Eric articulated the first sound of the element *little* before the insert word was to be inserted.

After the repair has occurred, speech continues as previously projected with the ability to receive feedback from the interlocutor. Just then, Denise gave a: *yes* response from Eric's words, despite the fact that he had only done a little search on her. Denise's response at the moment indicated that she had grasped the situation and had no objections to the information regarding the small study. Indirectly, this feedback also provides direction if the conversation can continue in the same way as before.

Datum 16

Denise: *I was* : : *I actually* was really...really serious with this career, I left Houston and then after the 5th grade

Eric : Uh-hu

Denise: That was like 5th grade was the last year. I had of...per say normal schooling

Denise's current career is described in the brief dialogue depicted in datum 16. However, she made an error at the start of her speech, which she quickly realized. Then, she stopped the flow of her speech after noticing the error and took the initiative to repair it before the misunderstanding happened. This insertion strategy was used when she made a repair to a problematic word. She inserted a new element: *actually* after the word: *I* when she repaired her misspelled: *I was* in order to be understood by Eric.

Moreover, Denise, as the speaker, successfully corrects her error and receives feedback from Eric, who was the interlocutor from that conversation. Eric made a proper technique to obtain the information and follow the topic by providing comments to Denise during the chat. As a response to Denise's statements, he simply said: *Uh-hu* to instruct the speaker to continue the conversation with this brief feedback.

Datum 17

Eric : Yes, so-so it can be exhausting, it could be annoying, but I think for me having done this for a while and then going back on these shows, now I do like maybe once a year

Denise: Yeah

Eric : I was like oh it's there like...uhm...there's how do I say this (silent pause) it's fun right?

Denise: Uh-hu

Eric : And don't lose that excitement and that fun *and that : : and **knowing** that* we are so blessed

Denise: Exactly

In datum 17 shows a small snippet of the conversation between Eric and Denise. Eric, who at that time started the discussion, tried to talk about his feelings and experiences while on stage. However, in the middle of the conversation, he seemed to have made a minor error in his speech. In that case, he detected it and immediately interrupted him which was followed by a

correction. The repair that Eric did at that time was using the strategy of inserting in order to add a new element, namely the word: *knowing* between the words that had been clearly articulated: *and that*.

In addition, Denise, the interlocutor, provided feedback to Eric, who was able to finish his speech after employing this strategy for correcting the error. Denise responded with a simple word: *exactly* as the positive reply, indicating that she understands what Eric is saying and that she agrees with Eric's opinion that being on stage brings us joy and makes us feel grateful.

3. Deleting

Deleting is one of ten operational self-initiated self-repairs that refers to eliminating or deleting an element that interferes with the speaker's continuous discourse.

Datum 18

Denise: ...because when you're training you're just in a practice room for days on end *you don't really see...you don't see* and end result ever

Eric : Right

Denise: So, after you everyone's dream is per say debuting and I understand that debuting is more safe start than the finish

Eric : Right

Denise began a talk about the training time in this short conversation. However, Denise seemed to have made a speech error at the end of her speech. This caused her to pause for a moment before continuing the talk after completing the repair. Denise used a deletion strategy to repair her errors. She initiated self-repair against error by deleting the word: *really* from the previous phrase: *you don't really see*. After that, she resumed his speech after the fix was completed.

Then, at the end of the speaker's turn, Eric, who was the interlocutor during the conversation, offered a verbal feedback towards Denise's speech. He just said a simple and short response: *right* indicating that he understood the point of her statement regarding training life. This basic feedback also encourages Denise, as the speaker, to continue the dialogue.

Datum 19

Denise: You are not 20s at all, you look like younger in your 20s

Eric : Oh thank you but

Denise: *He's just like—he just looks like* a fresh bun popped out of the oven very young

Eric : Iam here. Hi. Uhm...but no...I think that's one thing, it's I think working so hard and...neglecting to take care of my health

The datum 19 shows a brief conversation between Denise and Eric which discusses how Eric looks younger than his age. However, in the middle of a conversation with Eric, Denise encountered the error and then used deleting as a strategy to correct it, as evidenced by the conversation above. When she encountered an error, she noticed it and decided to proceed and repaired it on her own. She corrected the problem by eliminating an element: *s* as a form of “to be” from her previous phrase: *He’s just like* and starting over to make the phrase technically correct.

Once Denise had corrected and completed her speech, she received feedback from her interlocutor, Eric. Eric, who had been paying attention to Denise's conversation, responded positively. He responded with a lengthy message in which he emphasized that he worked hard and took care of his health so that he could appear young and vibrant.

Datum 20

Denise: So to be honest, but it’s gotten to the point where like where is Denise, what is she doing, where is she, and kind of. It’s kind of embarrassing like I just *I’m not—I’m-I’m watching Brooklyn 99*

Eric : Do you-do you

In the datum 20, Denise attempted to make herself capable of expressing her thoughts through this dialogue. Nonetheless, she

made an error in her delivery of her speech. After realizing that her utterance did not suit her true needs, she abruptly shut off her speech followed by the application of a repair strategy. In this state, she carried out deleting, in which she removed the negative word: *not*, which did not match with the next sentence: *I'm-I'm watching Brooklyn 99*.

Additionally, Denise, who was able to finish her speech got a brief response from Eric, as the interlocutor, in the following turn. He just said; *Do you-do you*, referring to the turn of the speaker. He used this feedback to give a reaction towards the speaker, who was watching Brooklyn 99. Thus, it can be observed from the response that Eric was able to comprehend Denise's information during the talk.

4. Searching

Searching is a strategy that allows a speaker to delay the time in which it takes to find the correct words he wants to express, so that he can complete his speech.

Datum 21

Eric : And I found you...uh...from Texas

Denise: Yes

As seen by datum 21, the discussion is initiated by Eric, a host, who offers information about Denise, a Texan. However, he committed an error in the middle of his statement. At that

moment, he had a filled pause since he couldn't think of a single thing that should have uttered in the first place. He was fully aware of it and interrupted himself. When the speaker is interrupted, he employs a searching strategy by using one of the editing expressions: *oh*, which implies he attempts to recall anything that has been temporarily forgotten. After using an editing expression that indicates doubts, he can discover the repair words: *from Texas* and begin repairing and completing her sentence.

Moreover, Denise, the interlocutor, gave a vocal feedback to Eric when the speaker's turn ended. She only responded with a single word: *yes*, implying that she confirmed Eric's statement that she was from Texas. At that time, this feedback includes a positive response, indicating whether the interlocutor understands the information she received.

Datum 22

Denise: It was a good time all the time and we were always surrounded by music growing up, so...it was really fun I think uhm...because of that, it influenced me as an artist and really made me want to get into music at a very young age, so I ended up wanting to get into it around seriously when I was around...uh...eight or nine

Eric : That's pretty

The conversation in datum 22 shows Denise starting the conversation by discussing how she became interested in and engaged with music. Just as she intended to finish her sentence, she made a speech error where she paused her utterance. After that, he noticed the error and promptly repaired it with the help of the searching strategy. In this case, it happens in the same turn when she looks hesitant to continue her speech. She adds the editing expression: *uh* in order to fill her pause of the speech in an attempt to find words. This editing expression was used by Denise because she tried to recall the exact age when she decided to pursue a career in music. After that, she can find the repair words: *eight or nine* to complete her speech.

Following that, Denise, who had completed her utterances, received feedback from Eric. Eric responded positively at the moment, saying, *that's pretty*, in response to Denise's words, who had been able to get into music since childhood. Aside from that, this feedback implies that he understood a point of Denise's previous information.

Datum 23

Eric : What song makes you cry every time?

Denise: Uhm...what is that song (try to sing some lyrics)
simple pursuit by...uhm...that's-it's passion. Simple
 pursuit by passion

Eric : Okay, simple pursuit by passion

In datum 23, Eric and Denise have a quick question and answer session in order to wrap up this episode. Eric began by asking a basic question about a song that made her cry, which Denise immediately responded. However, she couldn't recall the title of the song when she tried to answer the question about it. In this situation, she performs a searching strategy where she pauses and takes time to recall it by singing a few lines from the song. After some hesitation, she got the correct words: *simple pursuit*, and started correcting her speech. Just as she repaired the error, she appeared to have another filled pause when she couldn't think of the single word she needed to say. Consequently, she used the editing expression: *uhm*, it implies doubt. Then, she can find the repair words: *that's-it's passion*, which relates to the band who is singing Simple Pursuit.

Additionally, in the next turn, Eric gave a simple answer as a feedback of Denise's answer. He claimed his turn to use the word *okay* at the correct point. He began by responding to the previous speaker's responses, and then he brought up the previous topic to arrange their discussion by repeating the same few words: *simple pursuit by passion* as a kind of affirmation. At this state, this feedback indicates that he took the information from the speaker well and confirmed the information he received previously.

5. Aborting

Aborting is a strategy used when a speaker abandons a turn and then makes another attempt to achieve the same result, with a possible pause before the turn is produced completely.

Datum 24

Denise: But, it's really nice to see her after all this time and it's really difficult more than you think to be, you would think that with electronics and everything these days you'd be able. It would be easier to talk to them ***but then it makes...*** *I think it makes seeing them that much more powerful because you can see their face on...uhm...video call or whatever but then whenever you see it in real life it's just everything*

Eric : Real life is-is always so much fun

In datum 24, Denise and Eric talk about electronic media and how it helps them communicate throughout their long-distance relationship. Denise gave her opinion first, and then made a speech error in the middle of her speech, as shown in the conversation above. Denise, realizing that she had just made an error, interrupted her speech and corrected it in that state. She did this aborting strategy to repair a troublesome word. It may be seen in the example when he says: *but it makes*, but pauses for a few seconds since she can't find the proper words. Therefore, she decided to repair the phrase by abandoning the previous sentence

and restarting it with the new structure: *I think it makes seeing them that much....*

Next, Denise received feedback from Eric after she finished her speech. Eric's response is a positive one: *Real life is-is always so much fun*, which was in reaction to Denise's last statement that "it will be even more pleasant once you see it in person." The feedback at this point does not refer to the utterance that is being repaired. However, this response still plays an important role in the ongoing conversation.

Datum 25

Denise: *Then, if we were all just say like one....if we were all the same nationality*

Eric : Uh-hu

Denise: Because then and that way we are all-all learning about different countries and different cultures all the time

This datum shows that Denise takes on the role of a speaker who starts the conversation by giving a statement. However, the statement she made contained a speech error. Hence, she took action to repair it by using an aborting strategy. It happens in the same turn when she gives up on error one: *then, if we were all just say like one* by coming up with another different way when giving her idea about being of the same nationality. Following that, she pauses for a few seconds before correcting her own

speech with the appropriate utterance: *if we were all the same nationality.*

Also, as the speaker, Denise successfully corrects her error and receives feedback from Eric. He just gave a verbal feedback: *uh-hu* at the end of the speaker's turn to recognize the speaker that he was listening to and following the conversation. Aside from that, he offered this simple answer to encourage the speaker to continue the conversation.

Datum 26

Denise: And....not only that, but out of the five members three of us speak English, *so it's really nice to be able to...I think....be able to directly communicate with our fans since K-Pop is so worldwide international these days*

Eric : Right

Denise: Speaking English is just a very big plus in that sense

As shown in the dialogue of datum 26, Denise tried to convey her thoughts. Nevertheless, in the middle of delivering her utterances, she produced a troublesome; silent pause. Just when she realized the error, she did this aborting to repair it. It happened when she gave up on her previous line, *so it's really nice to be able to...I think.....* Hence, when she understood what had happened, she abruptly aborted the incorrect line and started a

new statement as follows: *be able to directly communicate with our fans since K-Pop is so worldwide international these days.* This shows that the speaker utilizes this strategy to finish their speeches and avoid misunderstandings.

Then, in the next turn, Eric, who was the interlocutor, gave Denise's speech simple feedback. He just responded with the word: *right*, indicating that he agrees with her idea on the need of speaking English when communicating with fans, as K-pop is now a global phenomenon. In addition, this feedback is also encouraged by this response to keep on with the conversation.

6. Sequence Jumping

Sequence jumping is the strategy used by the speaker when she/he initiates the repair and is executed by jumping to anything unrelated to the turn of speech and the ongoing sequence.

Datum 27

Eric : And just kind of talk to them, you know if it was real they'd be like you're gonna wear...long pants with boots and I'm like, I'm wearing Birkenstock with shorts

Denise : We do love that. We love that fashion

Eric : We like comfortableness uhm...that's cool like... = *so you guys...trained together for what a year together?*

Denise : Yes. About-about a year actually, yeah exactly a year, honestly a little bit over a year.

As the following datum reveals, Denise and Eric start the dialogue by discussing about fashion for daily. But then, in the middle of conversation, Eric, as the speaker, interrupts his turn in progress: *We like comfortableness uhm...that's cool like...*, directly into *so you guys...trained together for what a year together*. As a result, the sequence quickly changes from addressing fashion to training life, indicating that one sequence is being replaced by another.

After the repair is completed, Denise, the interlocutor, begins to provide feedback to Eric. Denise just responded enthusiastically: *Yes. About-about a year actually, yeah exactly a year, honestly a little bit over a year* after hearing Eric's question. Even though the topic abruptly changed, she offered a brief feedback to convey that she understood what he was saying at this moment.

7. Reordering

When a speaker is deciding and rearranges the order of elements in a process that must be ordered, he/she can use reordering as a self-initiated self-repair strategy.

Datum 28

Eric : Oh gosh, but anyways we have all that so please check it out-check out our patreon, patreon.com studios for full episodes without ads and you guys there are a lot of perks on there like me doing *mukbang*, I don't know

Denise: Oh shoot dude. I **was going to actually** record (•) I **was actually going to**...uhm...suggest that for you. You could do a *mukbang* and call it *Eric's Nyam*

Eric: Diane, can we make that happen? I mean but I mean okay

This datum shows the brief discussion between Eric and Denise in introducing *mukbang* as a new part to his platform. Nonetheless, in the middle of conversation, Denise appeared to make an error by saying: *I was going to actually record*, which she quickly recognized and interrupted. She then proceeded to use a reordering strategy in which she reorganized the element of error in a turn-in-progress and repaired it with reordered elements: *I was actually going to*. Just as she finished her repair, she continued her speech.

In the following turn, it's time for Eric to give feedback towards Denise's statement. However, when he gave his feedback, he did not address Denise directly, instead posing a question to another individual, Diane, who was not present at the scene. Despite this, he still understands Denise's statements because his response is still tied to Denise's previous words.

B. Discussion

This part contains an overview of the study findings, followed by a discussion of each data point that answers the research questions. This part will also address the researcher's interpretation of the findings of self-initiated self-repair from the perspective of psycholinguistics and conversational analysis. Furthermore, this session will provide an overview of how the findings relate to the theory.

To begin, this discussion will explore the findings of a study that focused on the types of self-initiated self-repair used by Denise and Eric during their speaking performances in a *K-Pop Daebak Show* podcast conversation. Through data analysis, the majority of speakers performed anticipatory retracing type of self-initiated self-repair, in which she or he repeats the words before the error and replaces only incorrect words or lexical elements that have an error with the words they want to convey during the conversation. This is in contrast to Levelt's earlier research, which revealed that the majority of error repairs were instant repairs. It does, however, have one thing in common: the speaker corrects his speech error as soon as he realizes it. According to the research, those two types of instant repair and anticipatory re-tracing, which were primarily aimed at clarifying errors they did, reveal that the speaker keeps the majority of the original speech unchanged while changing the incorrect elements. In this case, the error and repaired speech have a similar structure with one

exception. The following is an example of a speaker, Denise in set data of anticipatory re-tracing.

Denise : “Which is crazy, because I *don't* really...I *can't* really imagine who would want to see it that much”

The example shows Denise, who was a speaker repeats “I” in the repairing session, and repairs the error word “don’t” in the repaired segment into “can’t”. The speaker repeats herself to emphasize if “I” is the intended subject of her statement.

Compared to all types, table 1 reveals that fresh start was the least self-initiated self-repair type observed in this investigation, with just 12 occurrences out of the total. A similar result was found in previous research by Levelt in Carroll’s review, where the speaker left her/his previous clause and started a new one after adding a new element in the form of an editing expression to signal the interlocutor before the repair segment. Based on the analysis, the results of this study are compatible with Levelt’s framework of error repairs, in which the speaker maintains the majority of the original speech while correcting the incorrect elements. Even though the study shows the presence of the same concept, the results of the research findings oppose him. Based on his findings, instant repair is more usually used by participants; in contrast, the results of this study reveal that anticipatory retracing takes first place when repairing the error.

Aside from the many types of self-initiated self-repair, the strategies for self-repair that the speakers employ when trying to correct the error

throughout the dialogue have many more elements of rearrangement to investigate in terms of psycholinguistic and conversational analysis. This can be cited as evidence of active linguistics monitoring of speech production for grammar at all levels. From the psycholinguistic perspective, self-initiated self-repair is a product of the self-monitoring processes involved in speech productions which happen when speakers recognize errors with their speech, interrupt it, and seek to correct them using a self-repair strategy.

According to the findings of the study, 7 out of 10 operational self-initiated self-repairs are carried out by the participants during the talk. Out of all the self-repair strategies discovered in this study, table 2 reveals, replacing is a common operation used by the two speakers in 34 events followed by inserting with 17 occurrences. It's possible because the replacing strategy is frequently used by speakers when they make an obvious error by mispronouncing a word or phrase, and it creates a brief editing phase that makes replacing strategy immediately available to use and replaces a recently spoken error word with a new one. This also applies to the inserting strategy, in which the speaker frequently adds a new element to the original structure though it contains no actual faults and just shows an incorrect use of words. That is, the findings are compatible with Schegloff's framework of 10 self-initiated self-repair operations in which speakers frequently employ replacing and inserting strategies to repair speech errors because these two strategies are basic

repair operations in the same turn. This is also similar to Wisrance's study (2020), which found that replacement is the most common strategy employed by EFL learners in speaking interactions.

By contrast, the research findings reveal that sequence jumping is the least frequent self-initiated self-repair strategy proposed by participants, followed by a reordering strategy with only one occurrence of each operation. In this study, sequence jumping refers to an occurrence in which Eric, the host, ignores the prior speech and, after a little pause, abruptly switches to something unrelated to the current turn and sequence. Meanwhile, Denise, a guest star, reordered the preceding phrase since she believed it was grammatically incorrect. This is in contrast to Emrani & Hooshmand's previous research (2019), which found that the least frequently used operations by students in his current study are deleting and aborting. However, his research finding contradicts the results of this study where deleting and aborting are strategies also used rarely by speakers in 7 events followed by searching with 5 events. The following is an example of a speaker, Denise in set data of deleting strategy.

Denise: It's-it's, *it's a*—*t's very* little things

The example shows Denise, a speaker, removes the word "a" from the sentence and replaces it with a new modifying phrase that does not require the word "a" because the statement includes plural.

Furthermore, through the results of this study, self-initiated self-repair strategies are employed when the speaker makes semantic or

phonological errors, as well as to avoid speaking words that do not match the context, caused by speed intonation or hesitation/silent pause, which disrupted the conversation's flow. This change in flow seems to have little impact on the current dialogue. Particularly, it causes delays in speaking but does not make a significant difference in the conversation's topic unless the sequence jumping strategy is used by the speaker. This delay is caused by the editing phase, which happens when speakers employ editing expressions like "uhm," "um," and "I mean" in the same turn of speech. The use editing expression is intended to attract the interlocutor's attention to the fact that the speaker wants to continue communicating with the interlocutor even though he or she is searching for a more appropriate word or utterance; otherwise, it could simply mean that the speaker needs to spend more time looking for and filling in the gap.

With regard to the actual content of conversational interactions, it is discovered that Denise, as the guest star, was the speaker who utilized the self-repair strategy the most frequently while repairing the errors she made. This is possible because the guest star generally speaks without a script or preparation and speaks spontaneously. It usually occurs when the guest answers immediately to the host's question without having time to organize or arrange sentences in advance. Aside from that, the guest who was performing as a speaker at the moment blanked the words out, which caused the repair of speech to occur. For example:

Denise : I was like oh my gosh. But I-I was pretty sure like went to school, actually I got into music at a really young age uhm....my day actually did classical singing for a while.

Although the speaker of the previous example appears to make no errors at all, the information she provides to her interlocutor is discovered to be incomplete. Denise blanks the words out in the middle of a statement after executing a filled pause in the form of an editing phrase 'uhm' that indicates the repair initiation. When she recognized she'd made an error in her speech, she instantly performs self-repair at once by making a new utterance that was still related to the previous one.

In contrast to the guest, who frequently does self-repair, the host rarely does so. This occurred because he had prepared ahead of time by writing a script to lead a conversation. Furthermore, the speaker who acts as the host is already familiar with the program he is presenting, which may help to lessen nervousness and ensure that he doesn't lose focus on what he's about to say. As a result, it can help to reduce the appearance of speech errors that need to be repaired.

As noted, with the interaction between the interlocutor and the speaker in the viewpoint of conversational analysis, the study findings reveal that the speaker receives feedback from the interlocutor by examining the speaker's self-repair point of view, which is intended to influence or strengthen the argument. According to the data obtained from the participants in this study, once the speaker's turn was completed, the

interlocutor offered positive feedback to the speaker in the form of good comments. The interlocutor frequently uses verbal feedback in the form of positive responses such as Uh-hu, yeah, and right, as well as phrases that support the previous topic. This is comparable to a previous study by Kong & Su (2014), which found that the presenter, Ellen, tended to offer feedback using verbal comments such as "ur" or "yeah," which was occasionally followed by non-verbal feedback. The following is an example of speaker-interlocutor interaction:

Denise : So, because of that, I think even whenever I was doing it,
it's being uhm...uh..rookie, being rookie, it's-it was...new,
definitely new

Eric : Uh-hu

The example shows real interaction when the interlocutor manages to offer feedback by replying it with a short word “uh-hu” after the speaker's turn is done. He didn't intend to take the floor, but rather to say that he was listening this time, in order to urge the speaker to continue speaking.

To summarize, the findings of this study contribute to a better understanding of self-initiated self-repair in the context of the original conversation. Firstly, the function of self-initiated self-repair as a way of organizing speech syntax, “syntax-for-conversation” is emphasized. Studies, on the other hand, focus on the interactional relevance of self-repair, such as using it to take a turn, project the continuation of

utterances, "time-mark" in search of words or expressions, or get the recipient's attention (and gaze). Finally, this self-initiated self-repair is understood as a resource that participants employ to develop and maintain self-awareness in conversation.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter dealt with a conclusion and some suggestions based on the findings of the study's analysis. It draws the findings discussed in the previous chapter. Aside from that, this chapter includes suggestions to the readers.

A. Conclusion

The discoveries in the subject of language phenomena, particularly in the area of self-initiated self-repair of speech errors which are related to self-monitoring of the speech process, as I have maintained throughout this study. The data are obtained from the transcript of a video conversation between the host and a guest of the *K-Pop Daebak Show* program on the *Dive Studio Podcasts* YouTube channel, as previously stated.

Through the results of this study, the two speakers who participated in the conversation employed all three main types of self-initiated self-repair, including instant repair, anticipatory retracing, and a fresh start, to repair speech errors throughout their speaking performance. Those three types were involved in a total of 46 events, 33 of which Denise was responsible for.

Furthermore, the results also show that speakers immediately utilize self-initiated self-repair strategies when offering corrections in the same turn. Based on the finding and discussion, they are seven strategies that perhaps the host and the guest of the *K-Pop Daebak Show* program use to

correct their speech errors. To begin, the speaker replaces the error word, which is typically a lexical item, with or without repeating the words before the troublesome word. This strategy is the most commonly used by two speakers with 34 events. Furthermore, the speaker seems to use the deleting, inserting, aborting, and reordering strategy to clarify the incorrect words that are not appropriate with the speech or ungrammatically correct to make the information clear. Following that, the speaker appears to be searching for an appropriate word or a forgotten word while speaking. Last but not least, the speaker decided to ignore the previous statement and, after a little pause, abruptly switches to something irrelevant to the current turn and sequence by using the sequence jumping strategy which is the least popular of the seven strategies, with only one case, and is used by the host.

This research also shows a conversational interaction between both participants, as evidenced by the interlocutor's feedback to the speaker during the conversation. Through the results of the study, speakers' received verbal feedback in the form of a positive reaction from the interlocutor after effectively finishing their speech. The existence of this feedback element contributes to the dialogue by implicitly offering speakers their own directions for continuing the conversation once they've grasped what's being stated. Feedback is also linked to a self-initiated self-repair approach, which demonstrates the speakers' strategies for improving

speech can be completed and favorably received by the interlocutor, resulting in feedback.

Overall, this research gives a glimpse of self-initiated self-repair as a common phenomenon in everyday communication, which is defined as 'interference in the speaker's turn - by the speaker - followed by an action on the segment of the repaired turn'. The act of self-initiated self-repair are performed to maintain harmony between the interlocutors and avoid misunderstandings during a conversation by resolving the root of the problem, such as an error of speech. Aside from that, the findings of this research show how the speaker corrects his errors without interfering with the interlocutor by applying self-initiated self-repair strategies that allow them to maintain a dialogue with the interlocutor. Furthermore, it demonstrates how the interlocutor contributes to this process in conversation by providing feedback as evidence of how well they are following and understanding the speaker's turn.

B. Suggestion

In this session, suggestions are presented for anyone to always be aware when giving a speech, especially in the learning process. The researcher discovered in the previous chapter that both the hosts and guests of the *K-Pop Daebak Show* program made errors in their talks when making a speech in fast conversation. As a result, the researcher suggested that people minimize speech errors as much as possible by slowing down their speech, as this will help them manage the speech produced by the

speaker. When speaking, the researcher also urges the readers of this thesis to utilize simple language that they have understood. This will prevent speech errors from being corrected while speaking.

Additionally, students can consider this research as a reference or research model for those who would like and want to learn how to repair speech errors. This research can be used as a reference for future researchers who are interested in psycholinguistic studies because a thorough grasp of self-initiated self-repair of speech errors is required, especially when speech is provided in English. Future researchers can also employ additional hypotheses to further their examination of people's use of self-repair.

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CURRICULUM VITAE



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APPENDIXES

This section presents a classification of types and strategies of self-initiated self-repair in the form of table.

Table 1. Types of Self-Initiated Self-Repair

No.	Type of Self-Initiated Self-Repair	Datum(s)	Frequency
1.	Instant Repair	<p>1) Denise: <i>I've</i> been—<i>it's</i> been great since I was listening to the trouble with you on the way here.</p> <p>2) Denise: Yeah, so <i>I</i> was—<i>we</i> were same thing, same thing. (<i>doesn't get feedback</i>)</p> <p>3) Denise: Yeah, <i>it</i> was—I was, I could never be Mario. I was always going to be Luigi</p> <p>4) Eric: And that's true. He's he-he...we were talking about this the other day...but...<i>I—he</i> has like 4th or 5th birthday party</p> <p>5) Denise: Oh wow. I've heard that. I think <i>it's—I</i>, I listened to her a lot growing up</p> <p>6) Denise: I was part of a group called “single as” and <i>they</i> were all—<i>we</i> were like 4 group—we're a 4 girl group it was really sweet, we just all would sing together, it was super fun.</p> <p>7) Eric: So, it was a completely different conversation, so <i>I'd</i> be—<i>they'd</i> be like</p>	14

		<p>what are you Chinese Japanese</p> <p>8) Denise: To walk across the stage because my mom was like <i>you're gonna—I'm gonna</i> bring you home for graduation no matter what so I came home briefly saw all my friends and saw my family mostly spent a lot of time, <i>my family—I</i> have a dog and a rabbit</p> <p>9) Eric: Well I'm curious, you know I - I think you've had such <i>a—an</i> atypical upbringing, right? - replacement-</p> <p>10) Denise: So um...<i>it's—I</i> think every group goes through its difficulties..</p> <p>11) Denise: Right away, <i>so</i> she—<i>but</i> she went to international school, so she speaks English</p> <p>12) Eric: <i>I'm</i> just—<i>it's</i> just talking to people on the phone, so it's just a face-time call</p> <p>13) Denise: ...because <i>he's</i> like—<i>she was</i> like oh my gosh you know Eric Nam and I was like I know right that's huge.</p> <p>14) Denise: ..so they're little wild and in my head I'm like <i>I was—it</i> was pretty long ago</p>	
2.	Anticipatory Re-tracing	<p>1) Eric: Nice, I have one I mean you don't ever have to use this I'll <i>maybe—I'll use</i> this.</p> <p>2) Denise: ..so I didn't get to see you with someone else, but um.. I-I <i>have—I am</i> very familiar with dive.</p> <p>3) Denise: ..I-I just <i>heard</i> his—I just <i>saw</i> his eyes change when he heard my age.</p>	13

		<p>4) Denise: But, yeah. So I...<i>was</i>—I <i>went</i> to 6th grade online, I actually moved to LA briefly</p> <p>5) Denise: Until I think I found <i>some</i> (silent pause) I found <i>people</i> that I got to know</p> <p>6) Denise: ..I'm <i>not</i>—I <i>can't</i> think in English right now for some reason like I'm having words comes up that are</p> <p>7) Denise: ...and we have such a good relationship with each other one on one you <i>can't</i>—you <i>can</i> put any two together and it's not really weird</p> <p>8) Denise: ..it's <i>just</i>—it's <i>really</i> great makes us want to work a lot harder</p> <p>9) Denise: Which is crazy, because I <i>don't</i> really...I <i>can't</i> really imagine who would want to see it that much.</p> <p>10) Denise: Not super long, but uhm...I think I'm blessed to not have been trained for like too-too long but I have <i>for some</i>—I've <i>seen people</i> been trainees for ten plus years</p> <p>11) Eric: It's the one thing that I wish I had done better in my 20s. I <i>went</i>—I've <i>got</i> here in 2000</p> <p>12) Denise: I got it. That was you <i>got</i> —you <i>did</i> that on purpose, so let's see how into Netflix she is. Um I love winter.</p> <p>13) Denise: And we <i>will</i>—we're also on YouTube.</p>	
3.	Fresh Start	1) Eric: We're so glad to have you here I	12

		<p>mean. . .um...we are always looking for new people to join our show and to be part of our community here and um...we're just super excited.</p> <p>2) Eric: We're going to get to know you...uhm...I was doing a lit-very little bit research</p> <p>3) Denise: I was like oh my gosh. But I-I was pretty sure like, went to school actually I got into music at a really young age uhm...my day actually did classical singing for a while</p> <p>4) Eric: Okay, well...let's-let's talk about this, so you know when did you. . .so. . . you decided at eight or nine, mom and dad I want to be a singer, I want to be a star.</p> <p>5) Eric: And, so then I was like okay but still, I was like. . .I mean. . .come on, like you gotta know NSYNC Backstreet Boys Britney and Christina.</p> <p>6) Denise: And that she would just...<u>uhm</u>...me and her always had a dream of debuting together, so she ended up uh having me come and I had just happened to visit Korea</p> <p>7) Denise: I actually ended up...uhm...I was in Houston, I was finishing senior year while I was actually in my current company</p> <p>8) Eric: Yeah. That's super cool, I <u>mean</u>....it's interesting to see.... groups</p>	
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		<p>that are coming together now who that are so international</p> <p>9) Denise: ..I-I'm really excited for that because. . .I mean. . .it just seems so interesting the fact that we can do that right now.</p> <p>10) Eric: I will do it for you..uh..and. . . no. . .cause just let me know you</p> <p>11) Denise: So, I-I really liked um...I actually loved writing. . .um. . .I wanted to major in literature actually in college whenever um...I was applying so</p> <p>12) Denise: I don't'-I don't take a lot ofuh...I take pictures of a lot of other things</p>	
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Table 2. Initiated Self-Repair Strategies

No.	Strategy of Self-Initiated Self-Repair	Datum(s)	Frequency
1.	Replacing	<p>1) Eric: Please everybody give a white—a wise warm welcome, a nice warm welcome to Denise of <i>Secret Number</i></p> <p>2) Denise: So, uhm...I did struggle for a while when I was here, I didn't know anyone I, but again I'm very...good at (silent pause) being alone, so I don't—I never really had a problem with it</p> <p>3) Denise: Uhm...I was born in 2001. Brace yourself. I don't like saying that out loud of people because then it changes—it gives me like, they suddenly like, she-she's just a baby and I'm like yeah.</p> <p>4) Denise: I-I guess, per say. I cannot...really give you a rundown of music video because of the fact that I have—I don't really remember</p> <p>5) Denise: Oh my gosh. So, I'm just kind of like oh shoot. So, in my head I'm like, this is age and if I say it a lot—I dare say it out</p>	34

		<p>loud it's over that's the second though.</p> <p>6) Denise: It's not together, I just—I will take coffee but I have to stop with the caffeine a lot of times</p> <p>7) Denise : Thank you so much for having all these great questions. You really exposed me with that seasons one, but you know what that's I—that's I am. I accept what I am, it's fine</p> <p>8) Eric: Nice, I have one I mean you don't ever have to use this I'll <i>maybe—I'll use</i> this.</p> <p>9) Denise: ..so I didn't get to see you with someone else, but um.. I-I <i>have—I am</i> very familiar with dive.</p> <p>10) Denise: ..I-I just <i>heard</i> his—I just <i>saw</i> his eyes change when he heard my age.</p> <p>11) Denise: But, yeah. So I...<i>was—I went</i> to 6th grade online, I actually moved to LA briefly.</p> <p>12) Denise: Until I think I found <i>some</i> (silent pause) I found <i>people</i> that I got to know</p> <p>13) Denise: ..I'm <i>not—I can't</i> think in English right now for some</p>	
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		<p>reason like I'm having words comes up that are</p> <p>14) Denise: ...and we have such a good relationship with each other one on one you <i>can't</i>—you <i>can</i> put any two together and it's not really weird</p> <p>15) Denise: ..it's <i>just</i>—it's <i>really</i> great makes us want to work a lot harder.</p> <p>16) Denise: Which is crazy, because I <i>don't</i> really...I <i>can't</i> really imagine who would want to see it that much.</p> <p>17) Denise: Not super long, but uhm...I think I'm blessed to not have been trained for like too-too long but I have <i>for some</i>—I've <i>seen people</i> been trainees for ten plus years.</p> <p>18) Eric: It's the one thing that I wish I had done better in my 20s. I <i>went</i>—I've <i>got</i> here in 2000.</p> <p>19) Denise: I got it. That was you <i>got</i>—you <i>did</i> that on purpose, so let's see how into Netflix she is. Um I love winter.</p> <p>20) Denise: And we <i>will</i>—we're also on YouTube.</p> <p>21) Denise: I've been—<i>it's</i> been</p>	
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		<p>great since I was listening to the trouble with you on the way here.</p> <p>22) Denise: Yeah, so <i>I</i> was—<i>we</i> were same thing, same thing.</p> <p>23) Denise: Yeah, <i>it</i> was—I was, I could never be Mario. I was always going to be Luigi.</p> <p>24) Eric: And that's true. He's he-he...we were talking about this the other day...but...<i>I</i>—<i>he</i> has like 4th or 5th birthday party .</p> <p>25) Denise: Oh wow. I've heard that. I think <i>it's</i>—<i>I</i>, I listened to her a lot growing up.</p> <p>26) Denise: I was part of a group called “single as” and <i>they</i> were all—<i>we</i> were like 4 group—we're a 4 girl group it was really sweet, we just all would sing together, it was super fun.</p> <p>27) Eric: So, it was a completely different conversation, so <i>I'd</i> be—<i>they'd</i> be like what are you Chinese Japanese.</p> <p>28) Denise: To walk across the stage because my mom was like <i>you're</i> gonna—I'm gonna bring you home for graduation no matter what so I came home briefly saw all my friends and saw my family mostly spent a lot of</p>	
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		<p>time, <i>my family—I</i> have a dog and a rabbit.</p> <p>29) Eric: Well I'm curious, you know I - I think you've had such <i>a—an</i> atypical upbringing, right?</p> <p>30) Denise: So um...<i>it's—I</i> think every group goes through its difficulties...</p> <p>31) Denise: Right away, <i>so</i> she—<i>but</i> she went to international school, so she speaks English.</p> <p>32) Eric: <i>I'm</i> just—<i>it's</i> just talking to people on the phone, so it's just a face-time call.</p> <p>33) Denise: ...because <i>he's</i> like—<i>she</i> was like oh my gosh you know Eric Nam and I was like I know right that's huge.</p> <p>34) Denise: ...so they're little wild and in my head I'm like <i>I</i> was—<i>it</i> was pretty long ago</p>	
2.	Inserting	<p>1) Eric: We're going to get to know you...uhm...I was doing <i>a lit : : very little</i> bit research</p> <p>2) Denise: Well, <i>I...was pretty : : I was just a pretty</i> normal Korean American like growing up in Houston,....</p> <p>3) Denise`: <i>I was : : I actually</i> was really...really serious with this career, I left Houston and then</p>	17

		<p>after the 5th grade</p> <p>4) Denise: And, so...I went through that whole survival audition process and I was part of a group called “single as” and they were all-we were like 4 group : : <i>we’re a 4 girl group</i>. It was really sweet, we just all would sing together, it was super fun that’s good I think</p> <p>5) Eric: I’ve never heard that, <i>I heard... : : I’ve heard</i> like no it’s...no...I don’t want to do John Mulaney..uh...un-justice.</p> <p>6) Eric: For those who listening the audio, I just got handed “<i>Who Dis?</i>” : : <i>a “Who Dis?”</i> album signed by all the members and with a nice little letter inside I will read this privately</p> <p>7) Eric: <i>Peop : : it’s easy for people</i> to get exhausted</p> <p>8) Eric: And don’t lose that excitement and that fun <i>and that : : and knowing that</i> we are so blessed</p> <p>9) Denise: They’re pulling up <i>and they are like : : I and they are like</i> hey what’s up and I am like hello</p>	
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		<p>10) Denise: Yeah. So, because of that, I think being able to be on the same stage with them <i>it's a really : : music show it's a really</i> great way. I think to see and realize how much better you can become</p> <p>11) Denise: <i>I think : : I don't think</i> I've ever really lost to that, because I realize how big of a blessing it is, because I've trained for a good amount of time</p> <p>12) Denise: Oh my gosh. So, I'm just kind of like oh shoot. So, in my head I'm like, this is age and if <i>I say it a lot : : I dare say it</i> out loud it's over that's the second though.</p> <p>13) Denise: <i>He's just like : : he just looks like</i> a fresh bun popped out of the oven very young</p> <p>14) Denise: <i>I want : : I only want</i> what i can't obtain</p> <p>15) Denise: No, yeah I was-<i>I was pulling up : : I was pulling it up</i> like the graphics, so they're little wild and in my head I'm like I was-it was pretty long ago.</p> <p>16) Denise: But then I love dancing too, because the fact that you</p>	
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		<p>don't burn calories when you're singing. Does that make sense you know when I'm dancing I'm like oh I'm being productive. I'm doing my arm but the same thing like I'm burning off that pizza I ate earlier, so <i>it's really good : : it's a really good</i></p> <p>17) Denise: Thank you so much for having me, honestly this is I <i>there's no : : there's really no</i> place I'd rather be</p>	
3.	Deleting	<p>1) Eric: <i>There's—there ones</i> where you are like I know all the stuff about you more than that, I think it'd be interesting for people like oh I'm getting to know Denise just like everybody else's. That's- that's kind of my approach today</p> <p>2) Denise: It's-it's, <i>it's a—t's</i> very little things</p> <p>3) Denise:and <i>you don't really see...you don't see</i> and end result ever</p> <p>4) Denise:so in that way <i>team's—team</i> is better for me, because then even if I'm tired and I feel like I can do it, since it's not only the burden of me</p>	7

		<p>carrying on my back I have the whole team</p> <p>5) Denise: <i>He's just like—he just looks like</i> a fresh bun popped out of the oven very young</p> <p>6) Denise: Yeah, <i>I got into it like—I got into it</i> when everyone was kind of leaving the company and I was, and I was still like backed up on genie and I was like wow this song pops and</p> <p>7) Denise: So to be honest, but it's gotten to the point where like where is Denise, what is she doing, where is she, and kind of. It's kind of embarrassing like I just <i>I'm not—I'm-I'm watching Brooklyn 99</i></p>	
4.	Searching	<p>1) Eric: And I found you...uh...<u>from Texas</u></p> <p>2) Denise: It would be easier to talk to them but then it makes...I think it makes seeing them that much more powerful because you can see their face on...uhm...<u>video call</u> or whatever but then whenever you see it in real life it's just everything</p> <p>3) Denise: ...,so I ended up</p>	7

		<p>wanting to get into it around seriously when I was around...uh...<u>eight or nine</u></p> <p>4) Eric: I've never heard that, I heard...I've heard like no it's...no...I don't want to do John Mulaney...uh...<u>un-justice</u>.</p> <p>5) Denise: So, because of that, I think even whenever I was doing it, it's being...uhm...uh...<u>rookie</u>, being rookie, it's-it was...new, definitely new</p> <p>6) Denise: Uhm...what is that song (try to sing some lyrics) <u>simple pursuit</u> by...uhm...<u>that's-it's passion</u>. Simple pursuit by passion</p> <p>7) Denise: It's been very...very uhm...uh...<u>encouraging</u></p>	
5.	Parenthesizing	-	0
6.	Aborting	<p>1) Denise: It would be easier to talk to them <i>but then it makes...I think it makes seeing them that much more powerful because you can see their face on...uhm...video call or whatever but then whenever you see it in real life it's just everything</i></p>	7

		<p>2) Eric: Right. <i>I literally-I literally was like 10 years ago....actually about 10 years ago is when I moved to Korea</i></p> <p>3) Denise: So, I went through all of that and <i>then...7th grade I briefly went back to states and then I went for....I was in and out the 7th grade for....months because I was going back and forth constantly, because I had some other (silent pause) deal going on the time in LA</i></p> <p>4) Denise: <i>Than, if we were all just say like one....if we were all the same nationality</i></p> <p>5) Denise: <i>In cause the sake...because I came for the sake of the survival show</i></p> <p>6) Denise: And....not only that, but out of the five members three of us speak English, <i>so it's really nice to be able to...I think....be able to directly communicate with our fans since K-Pop is so worldwide international these days</i></p> <p>7) Denise: Because of that, <i>I think a lot people...we've gotten a lot of as much attention as we have because of that</i></p>	
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7.	Sequence Jumping	1) Eric: We like comfortableness. Uhm...that's cool like... = <i>so you guys...trained together for what a year together</i>	1
8.	Recycling	–	0
9.	Reformatting	–	0
10.	Reordering	1) Denise: Oh shoot dude. I was going to actually record (•) I was actually going to...uhm...suggest that for you. You could do a <i>mukbang</i> and call it <i>Eric's Nyam</i>	1