

**STRATEGIES OF SELF-REPAIR USED BY HOSTS AND GUESTS
IN THE CHEW TALK SHOW**

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
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**STRATEGIES OF SELF-REPAIR USED BY THE HOSTS AND GUESTS
IN THE CHEW TALK SHOW**

THESIS

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2018

STATEMENT OF ACADEMIC INTEGRITY

I state that the thesis entitled **“Strategies of Self-Repair Used by The Hosts and Guests in The Chew Talk Show”** is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, 5 December 2018

The Writer



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APPROVAL SHEET

This is to certify that Siti Nur Azkiyah's thesis entitled **Strategies of Self-Repair Used by The Hosts and Guests in The Chew Talk Show** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

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Malang, 5 December 2018

The Board of Examiners

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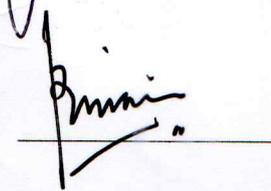
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MOTTO

“Stay thankful, keep trying, and pray.”

DEDICATION

This thesis is especially dedicated to my beloved mother, Kusniah, and my beloved father, Sukirno. Thank you so much for all your love, support, and encouragement.

I love you both very much.

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All praise due to Allah who has given me guidance, blessing and strength so that I can finish this thesis well. May sholawat and salam always granted to our Prophet Muhammad SAW who has guided us the right way, the way that God blesses.

Alhamdulillah Robbil ‘Alamiin, I am finally able to finish this thesis entitled *Strategies of Self-Repair Used by The Hosts and Guests in The Chew Talk Show* is intended to fulfill the requirement for achieving the degree of Sarjana Sastra (S.S) in English Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang.

I would like to thank to all who have given strength, support and prayer for me in completing this thesis successfully. Firstly, my deepest thankful to my advisor, Rina Sari, M.Pd, who has guided me to finish my thesis. Thanks a lot for the time, opportunity, and also knowledge in guiding, correcting, giving suggestion to this thesis that she has given patiently to me.

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Finally, it is my maximum effort of conducting this study and I know it is not perfectly written. Any constructive critics and advice are gratefully welcome. I really wish that this thesis can be useful for anyone. Amin.

Malang, 5 December 2018

The writer

ABSTRACT

Azkiyah, Siti Nur. 2018. **Strategies of Self-Repair Used by The Hosts and Guests in The Chew Talk Show**. Thesis. English Letters Department. Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Rina Sari, M.Pd.

Keywords: Self-Repair, Conversation Analysis, Talk Show.

Self-repair is often done by people when they do error in their speech. It is done because people want to clarify or search the appropriate word to repair the previous utterance. This phenomenon usually happens when people speak spontaneously, likewise talk show. Hence, this study was intended to find out strategies of self-repair used by the hosts and guests in *The Chew* talk show using Sceghloff's theory.

The purpose of this study is to find out the strategies of self-repair used by the hosts and guests in *The Chew* talk show. Besides, the writer classified the differences of the strategies of self-repair between the hosts and guests in *The Chew* talk show. This study used descriptive qualitative method since the data are in the form of word. The data of this study were taken from the transcript conversation between the hosts and guests in *The Chew* talk show. To analyze the data, the writer classified what are the strategies of self-repair used by the hosts and guests. Then, the writer also described the utterances containing strategies of self-repair.

After doing the analysis, the writer found the differences between the hosts and guests of using self-repair strategies in *The Chew* talk show. For the strategies of self-repair used by the hosts are searching, inserting, replacing and recycling strategies while for the strategies of self-repair used by the guests are searching, inserting, recycling, replacing and deleting strategies. In addition, the utterances produced by the hosts mostly used searching as repair strategies while the guests often used recycling as repair strategies in their utterance. Searching strategies indicate the speaker was aware of misunderstanding of the hearer while recycling strategies indicate the speaker needed a little bit more time to produce the next utterance.

The writer also suggested for the next researchers to continue conducting the study about strategies of repair in conversation analysis. The next researcher can study about another type of repair itself because there are two types of repair; self-repair and other repair

ABSTRAK

Azkiyah, Siti Nur. 2018. **Strategies of Self-Repair Used by The Hosts and Guests in The Chew Talk Show**. Thesis. English Letters Department. Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Rina Sari, M.Pd.

Kata Kunci:Perbaikan diri, Analisis Percakapan, Talk Show

Perbaikan diri sering dilakukan oleh orang-orang ketika mereka melakukan kesalahan dalam berbicara. Hal ini dilakukan karena seseorang ingin mengklarifikasi atau mencari kata yang tepat untuk memperbaiki ucapan sebelumnya. Fenomena ini biasanya terjadi ketika seseorang berbicara secara spontan, misalnya di acara talkshow. Oleh karena itu, penelitian ini dimaksudkan untuk mengetahui strategi perbaikan diri yang digunakan oleh pembawa acara dan bintang tamu di acara *The Chew* talk show dengan menggunakan teori Sceghloff.

Tujuan dari penelitian ini adalah untuk mengetahui strategi perbaikan diri yang digunakan oleh pembawa acara dan bintang tamu di *The Chew* talk show. Selain itu, penulis mengklasifikasikan perbedaan strategi perbaikan diri antara pembawa acara dan bintang tamu di acara *The Chew*. Penelitian ini menggunakan metode deskriptif kualitatif karena datanya adalah kata. Data penelitian ini diambil dari transkrip percakapan antara pembawa acara dan bintang tamu di *The Chew* talk show. Untuk menganalisis data, penulis mengklasifikasikan apa saja strategi perbaikan diri antara penghuni dan tamu. Kemudian, penulis juga mengidentifikasi ujaran yang berisi strategi perbaikan diri.

Adapun hasil dari penelitian ini, penulis menemukan strategi perbaikan diri yang digunakan oleh pembawa acara dan bintang tamu di acara *The Chew* adalah *searching, inserting (specifying and intensifying inserting), recycling, replacing and deleting*. Selain itu, penulis menemukan perbedaan antara pembawa acara dan bintang tamu menggunakan strategi perbaikan diri. Strategi yang sering digunakan oleh pembawa acara adalah *searching strategies* sedangkan strategi yang sering digunakan oleh bintang tamu adalah *recycling strategies*.

Penulis menyarankan kepada peneliti selanjutnya untuk melanjutkan penelitian tentang strategi perbaikan dalam analisis percakapan. Peneliti selanjutnya dapat mempelajari tentang jenis lain dari perbaikan itu sendiri, karena ada dua jenis perbaikan; perbaikan diri (*self-repair*) dan perbaikan dari lawan bicara (*other-repair*).

المستخلص

أزكية، ستي نور. 2018. استراتيجيات الإصلاح الذاتي المستخدمة من قبل المضيفين و الضيوف في المعرض الحوارى تشيو. بحث جامعي. كلية لعلوم والإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: دكتورة رينا ساري، الماجستير.

الكلمات الرئيسية: الإصلاح الذاتي , تحليل المحادثة, برنامج حوارى

وغالبا ما يتم الإصلاح الذاتي من قبل الناس عندما يفعلون خطأ في خطابهم. ويتم ذلك لأن الناس يريدون توضيح أو البحث في الكلمة المناسبة لإصلاح الكلام السابقة. يحدث هذا ظاهر عادة عندما الناس يتكلمون تلقائيا, بالمثل محادثه عرض. التالي ، كان الغرض من هذه الدراسة لمعرفة استراتيجيات الإصلاح الذاتي المستخدمة من قبل المضيفين والضيوف في البرنامج الحوارى تشيو باستخدام نظرية Sceghloff

والغرض من هذا البحث هو معرفة استراتيجيات التحسين الذاتي المستخدمة من قبل المضيف ونجمه الضيف علي العرض الحوارى لل تشيو. [أين ديايشن], يصنف المؤلفة الفرق نفسه تحسين استراتيجية بين المضيفة والضيافة نجوم علي العرض [شو]. يستخدم هذا البحث أسلوب وصفي النوعى لان البيانات من الكلمة. وتؤخذ البيانات البحثية من نسخه من المحادثة بين المضيف ونجمه الضيف علي البرنامج الحوارى لل تشيو. لتحليل البيانات ، والكتاب يصنف ما هي استراتيجيات التحسين الذاتي بين المقيمين والضيوف. وبعد ذلك ، يحدد المؤلفون أيضا خطابا يتضمن استراتيجية للتحسين الذاتي.

بعد القيام التحليل ، وجدت الكاتب استراتيجيات الإصلاح الذاتي المستخدمة من قبل المضيفين والضيوف في برنامج الحوارى تشيو يتم استبدال ، ادراج (تحديد ادراج وتكثيف ادراج) ، وحذف والبحث وأعادة التدوير (كلمه واحده ، وكلمهين أعاده تدوير متعددة الكلمات). الاضافه إلى ذلك ، وجد الكاتب الاختلافات بين المضيفين والضيوف من استخدام استراتيجيات الإصلاح الذاتي. التصريحات التي تنتجها المضيفين تستخدم في الغالب البحث عن استراتيجيات الإصلاح في حين ان الضيوف غالبا ما تستخدم أعاده التدوير واستراتيجيات الإصلاح في الكلام.

واقترح الكاتب أيضا للباحثين القادمة لمواصله اجراء دراسة حول إصلاح
في تحليل المحادثة. يمكن للباحث التالي دراسة نوع آخر من الإصلاح نفسه لان
هناك نوعين من إصلاح; إصلاح الذاتي وغيرها من إصلاح.

TABLE OF CONTENT

THESIS COVER	i
STATEMENT OF ACADEMIC INTEGRITY	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGMENT	vii
ABSTRACT	ix
TABLE OF CONTENT	xii
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	4
1.3 Objectives of the Study.....	4
1.4 Scope and Limitation.....	4
1.5 Significances of the Study	4
1.6 Definition of Key Terms.....	5
1.7 Research Method.....	5
1.7.1 Research Design.....	6
1.7.2 Data and Data Sources.....	6
1.7.3 Research Instrument	6
1.7.4 Data Collection.....	7
1.7.5 Data Analysis	7
CHAPTER II: REVIEW OF RELATED LITERATURE.....	10
2.1 Conversation Analysis.....	8
2.2Sequence and Structures in Conversation.....	9
2.2.1 Opening Conversation	9
2.2.2 Closing Conversation	10
2.2.3Turn Taking	11
2.2.4Adjacency Pairs.....	11

2.2.5 Feedback	12
2.2.6 Repair.....	13
2.2.6.1 Types of Repair.....	14
2.2.6.2Self-repair Strategies	16
CHAPTER III: FINDING AND DISCUSSION.....	21
3.1 Finding.....	21
3.2 Discussion.....	21
CHAPTER IV: CONCLUSION AND SUGGESTION.....	53
4.1 Conclusion	53
3.2 Suggestion.....	53
BIBLIOGRAPHY	54
CURRICULUM VITAE	56
APPENDIX	

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, objectives of the study, significances of the study, scope and limitation, definition of key terms and research method.

1.1 Background of the Study

Repair as one of the language phenomena that happen when people do speech errors in uttering the sentence or phrase. People do repair because they want to clarify, restate a false-started or select the appropriate word to repair the speech error. In occasion, self-repair deals with the problem in speaking, hearing, and understanding of the content in communication (Schegloff et al., 1977:361). When the speakers do not repair speech errors, it will make misunderstanding and the hearer gets confusing to understand the content which has been delivered by the speaker. Therefore, when humans make errors in their speech or utterances, they also repair their speech errors by themselves.

In addition, strategies of repair are done by humans for repairing the wrong words when they make errors in speech or utterances. It occurs when someone is feeling anxious, nervous, unfocused or forgetting to say something, such as in talk show. Talk show is one of the programson television which delivers conversation between one or more speakers. Therefore, the speakers usually also use strategies to repair the speech errors in order that the material can be delivered clearly and the listener gets the understanding well.

In this study, the writer is interested in analyzing strategies of self-repair used in conversation between host and guest on *The Chew* talk show. The writer chooses this talk show because the condition that happens in this talk show. *The Chew* talk show is an informal cooking-themed which is very interesting and also full of jokes. This program shows people who speak spontaneously in their conversation and it occurs naturally and informally. Therefore, the writer chooses this talk show because it has uniqueness on linguistic phenomenon. This talk show explores life through food, with a group of dynamic, fun, and exciting.

Studies about self-repair on speech error have been done by some previous researchers. Anshori (2014) identified the types of self-repair in speech errors made by the host and the guest of talk Asia program on CNN TV. He used Levelt's theory and focused on psycholinguistics field in analyzing the types of self-repair and describing how self-repair used by the host and guest when they made errors in their speech. This study finds that the host and guest of Talk Asia program made self-repair in their speech errors. The types of self-repair which are used by the host and guest of Talk Asia program are editing terms, interrupting the utterances, and correcting its relation to the original utterance. They make self-repair when they do speech error and forget the utterance that they want to say.

Sulistiani (2014) about the types and strategies of self-repair used by Prabowo Subianto and Babita Sharma on BBC news interview. The writer used descriptive qualitative method to discuss the strategies of repair in his study. In addition, the writer used Schegloff's theory and focused his study on discourse analysis approach. The study found two types of repair and five strategies used by Prabowo Subianto and Babita Sharma. The dominant type of repair used is self-

initiated self-repair while the dominant of strategies of repair is repetition. Besides, the writer believed that repair is frequently found in a conversation which is covered by non-native and native speaker.

Quan and Zheng (2012) about self-repair markers in conversation by Chinese English learners. He studied the differences in the use of three self-repair markers *well*, *I mean* and *maybe* between native speakers and Chinese English Learners. This study used Levelt's theory and focused on psycholinguistics field. The research results indicate that the Chinese English Learners underuse *well* and *I mean*, but overuse *maybe*, compared with native speakers.

The object of this study is same with Sulistiani's object of her study that is the conversation in the talk show but in this study is the conversation covers by native and native speakers. In addition, the conversation was done by more than two people. When the conversation done by more than two people, it makes the situation is crowd and there are some style of conversation which tend to use; passive (people are more likely to want to avoid the interaction or just give a small contribution), aggressive (people who usually want to dominate a conversation), and assertive speakers (the speaker of this model will be fully engaged in the conversation using various proactive and positive strategies to solve problems in communication).

Another difference is many some previous research studies about self-repair by using theory of Levelt. Therefore, the writer is interested in analyzing the strategies of repair used by host and guest in *The Chew* and focuses on discourse analysis fields. In conducting this study, the writer uses Schegloff's theory (1977) because is very clear and detail that explains about repair that divides into two

categories: self-repair and other repair. The writer only focuses in analyzing the strategies of self-repair between hosts and guests during conversation in *The Chew* talk show.

1.2 Research Question

Based on the background of the study, this study formulates research question; “What are the strategies of self-repair used by hosts and guests in *The Chew* talk show?”

1.3 Objectives of the Study

Concerning to the statement of the problems that have been mentioned above, this study has objectives of the study to identify the strategies of self-repair used by hosts and guests in *The Chew* talk show.

1.4 Scope and Limitation

This study focuses on the strategies of self-repair produced by hosts and guests on the conversation of *The Chew* talk show. The writer uses the theory of Schegloff because it explains the strategies of self-repair very clearly and it is the most accepted theory and widely used in studies of speech production. The limitation of this study is the writer only studies strategies of self-repair used by the hosts and guests when they have conversation.

1.5 Significances of the Study

This study gives contributions theoretically and practically. Theoretically, the result of this study is expected to give new findings in conversation analysis field, especially in strategies of self-repair in a conversation. Practically, the result of this study can give benefit for the readers, such as the students of

English Letters Department, lectures, and next researchers. The students and the lecturers of English Letters are expected to be aware of error that they make in speaking. In addition, this study can also be a reference for the next researchers who are interested in analyzing strategies of self-repair when the people do conversation.

1.6 Definition of Key Terms

This study focuses on strategies of self-repair used by hosts and guest in *The Chew* talk show. There are some key terms in this study that can help the reader to look for the meaning of words often used in this study.

1. **Repair** is the correction of the wrong words or utterances when the speakers do error in their speech.
2. **Speech Error** is the error made by the speaker unintentionally. In this case, the speakers of the study are host and guest in *The Chew* talk show.
3. **The Chew talk show** is an American cooking-themed which centers on food-related and lifestyle topics rather than the news of the day.

1.7 Research Method

In this research method, there are some parts which deal with several substances including research design, data source, research instrument, data collection, and data analysis.

1.7.1 Research Design

This study uses descriptive qualitative method since it is conducted to obtain a deep and detailed understanding on the use of self-repair used by hosts

and guests in *The Chew* talk show. It is called descriptive since it is aimed to comprehensively figure out the phenomenon based on how it occurs naturally in the conversation.

It is qualitative design because the data analyzed consists of spoken utterances that contain meaning and interactional process. On the other hand, the data are in the form of utterances or words produced by hosts and guests in *The Chew* talk show when they do conversation. This study is designed in conversation analysis approach which mostly will provide very rich data to analyze.

1.7.2 Data and Data Sources

In conducting this study, the data of this study are the utterances containing self-repair strategies obtained from host and guest in *The Chew* talk show. The primary data source is *The Chew* talk show while the secondary data source is the transcript which contains of the strategies of self-repair used by hosts and guests in *The Chew* talk show. The writer downloaded ten videos from youtube on March 2018 in order to provide rich data which support the writer to analyze this study.

1.7.3 Research Instrument

The instrument of this study is the writer as the main instrument of the study about strategies of repair in the conversation in *The Chew* talk show. She is the one who collected the data supporting by downloading and taking the transcript of the conversation in *The Chew* talk show from internet. Next, the writer involved actively in understanding and analyzing it. Therefore, the

researcher is the only one instrument who obtained, collected, and analyzed the data.

1.7.4 Data Collection

In collecting the data, the writer did the following stages: firstly, the writer downloaded videos and scripts of *The Chew* talk show from Youtube. Next, the writer watched the talk show and listened several times in order to get valid data. Lastly, the writer identified the data from some utterances which contain of the strategies of self-repair used by host and guest in *The Chew* talk show when they are doing conversation. The identification of the data is based on Schegloff's theory which focuses on self-repair.

1.7.5 Data Analysis

The data analysis was conducted after the data had been collected. First, the writer classified the data according to the participants, distinguishing between hosts and guests, focusing on utterances that contained strategies of self-repair, based on Schegloff's (1979) theory. Next, the writer analyzed how the hosts and guests in *The Chew* talk show applied these self-repair strategies in their speech. This analysis served to provide evidence of the application of Schegloff's theory in the context of a cooking-themed conversation. Finally, the writer discussed the findings in order to draw conclusions based on the results of the analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of some theories related to this study which includes conversation analysis and repair.

2.1 Conversation Analysis

Conversation is the most basic form of activity undertaken by humans to establish relationships with another. It is called by informal talk with or without having face to face. By having a conversation, people can express their thought, feelings and also exchange information. Fairclough (2009: 9) stated that conversations systematically structured and there is evidence of the orientation of participants to these structures in which they design their own conversational turns and react to those of others. A successful conversation includes mutually interesting connections between the speakers or things that the speakers know.

In linguistic, there is a study that focuses on the conversation called “conversation analysis”. Conversation analysis as the branch of discourse dealing with discourse or conversation developed by the informal and unplanned cooperation between speakers and speakers. It investigates practices or rules of the interaction of the conversation and also examines how social relations are developed during interaction.

Conversation analysis originated in the early 1960s at the University of California, Los Angeles (Patridge, 2006:107). It was originally as one of the approaches in analyzing discourse developed by a sociologist, Garfinkel. His approach is known as the method of ethnomethodology that is influenced by the

phenomenology of Schutz and is applied specifically to the conversation by Sacks, Schegloff, and Jefferson. Based on the work of Sacks and his colleagues, conversation analysis are developed as the study of social action which investigate social order as it was produced through the practices of everyday talk (Liddicoat, 2011:4).

In addition, the transcription of the data is the important thing in conversation analysis. The conversation that can be analyzed is actual event without engineering and the recording is transcribed as it is. The recording of the conversation becomes data that can be made available to analysts and materials to be analyzed. In this way, the analysis aims to understand how speakers manage their conversational interaction. However, in making conversational transcripts, conversation analysis does not pay much attention to social relations or social contexts such as social identity, background and personal attributes (Schiffrin, 1994:235).

2.2 Sequences and structure in conversation

According Brian Paltridge (2006:107), there are six structures and sequences of conversation analysis: Opening conversation, turn-taking, adjacency pairs, giving feedback, repair, closing conversation.

2.2.1 Opening Conversation

Opening conversation is in the beginning to start the interaction. Usually in opening conversation the speakers open the conversation by saying greeting (Hi, hello) and what the conversation will be about. Opening conversation tends to

consist a greeting, an enquiry after health and a past reference (as in ‘how did it go last night?’).

Here the example opening conversation for American in private telephone conversations (Source: Schegloff 1986:115):

Recipient: Hello
Caller: Hi Ida?
Recipient: Yeah
Caller: Hi, this is Carla=
Recipient: =Hi Carla.
Caller: How are you.
Recipient: Okay:.
Caller: Good.=
Recipient: =How about you.
Caller: Fine. Don wants to know..

In this conversation, the recipient opens the conversation by saying “hello” and the caller asks to the recipient in order to convince herself that is Ida. The caller also asks the condition of the recipient and starts the conversation by saying the reason for calling in the next sequence.

2.2.2 Closing Conversation

Closing Conversation usually goes over four turns of talk. It is often made up of two turn units consisting of items such as ‘bye bye’ and ‘good bye’ with falling intonation. In this closing both speakers are mutually negotiate in the end of the conversation. Closings are the complex interactional units which are sensitive to the speaker’s orientation to continuing, closing (or not wanting to close) the conversation (Button, 1987&Thornborroe, 2001).

2.2.3 Turn-taking

Conversation analysis is managed by all participants through turn-taking in spoken interactions. It deals with how people take and manage turns in their

conversation. The basic rule in English conversation is that one person speaks at a time which they may nominate another speaker, or another speaker may take up the turn without being nominated (Sacks, Schegloff and Jefferson, 1974, Sacks, 2004 cited in Paltridge:95). There are some ways in which the speakers can give a signal to come to end the turn, such as by using of falling intonation, pausing, eye contact, body gestures or each other.

In addition, turn-taking may also depend on particular situations. According to Burns and Joyce, turn-taking depends on factors such as the topic of the conversation, the relationship between speakers, how well the speakers know each other and relative status of the speakers. As an example is the interaction in the classroom. The teacher often nominates who can take a turn but students may also take the turn by putting up their hand.

2.2.4 Adjacency Pairs

In conversation analysis, there is the relation between speech or the utterances that frequently contains occurring patterns, in pairs of utterances known as adjacency pairs. In adjacency pairs there are two terms that arise preference structure: preferred and dispreferred response (Joan, 2008). Preferred response is the response given by the speakers in accordance with what is expected by the speaker. Look at the example of preferred response below:

Daughter: You have packed away most of it all the same.
Mother: No, but I hoped it would get better.

From the conversation above, a daughter said that she was bored on something, then her mother gives the response to the expected response by her child that her mother will make her better.

On the other hand, dispreferred response is the response given the speaker not in accordance with what is expected by the speaker. Look the example here and imagine that the conversation happens in the kitchen in which a husband is reading, while their dinner is cooking.

Wife: Do you want to test the potatoes?
Husband: Can I just finish this sentence?
Wife: Of course.

The conversation shows the husband gives the unusual response. Here the question that given by husband is something that looks like an answer. The second question actually is intended to mean that the husband will check the potatoes after he has finished his sentence.

2.2.5 Feedback

Another aspect that has been examined in conversation analysis is giving a feedback. Feedback is the way of how the listeners are attending of speaker's utterances. This can be done by saying "response token" (Yeah, Okay, Uhhh), by paraphrasing what the speaker said before, showing gestures or using the eye contact.

For the example:
Lecturer: And the middle one (.) i:s:
Tadashi: Co[mmunity?] community.
Kyle: [community]?
Kyle: Community, I think it is?
Tadashi: o Yeah o.=
Kyle: =Yeah,=

In this example, Kyle shows feedback by repeating Tadashi's word, asking for confirmation, and finally agreeing. Tadashi also gives feedback by confirming Kyle's response. This interaction shows how listeners actively participate in the conversation to show understanding and attention.

2.2.6 Repair

Repair is the one of the interesting aspects of sequence and structure in conversations. Repair is a broader concept than simply the correction of errors in speech by replacing an incorrect utterance from with a correct one, although such corrections are part of repair (Jefferson, 1987, Schegloff et al, 1997). It deals with the troubles in conversation: the trouble of speaking, hearing and understanding. This phenomenon is normal phenomenon that could happen in spontaneous speech and produces in response to a linguistic problem, such as the incorrect use of pronunciation, lexis or syntax, and the use of inappropriate words.

In addition, when people produce language, they monitor their speech for errors. Errors can be made when people produce the utterances or words in the wrong manner. For instance, the speaker pronounces the sentence: “the ban, the man got very angry” (Poulisse, 1999). In this content, the speaker uses wrong consonant *b* in the word *the ban* and is corrected shortly after by using the consonant *m* in the word *the man*.

The writer used the theory of Schegloff in this study because it has very detail and deep explanation about the strategies of repair. Schegloff et al (1977) classified the strategies of repair based on the types of repair. There are two types of repair; self-initiated repair and other initiated repair. For self-initiated repair contains four repair strategies, such as trouble source correction, searching for a word, hesitation pauses, and repetition. While other initiated repair involves a range of repair strategies, such as questions words, apartial repeat of the trouble source turn, plus a question word, judging ideas from the speaker’s utterance,and apartial repeat of the prior talk with upward intonation.

2.2.6.1 Types of Repair

In conversational repair, the differences are made between one who initiates a repair and one who provides the solution to the trouble. Either the speaker (self) or the recipient (other) can initiate the repair or produce a repair solution. Thus, Schegloff classified the types of repair into four possibilities;

2.2.6.1.1 Self-Initiated Self-Repair

Self-initiated self-repair is one of the types of repair which the speaker identifies the trouble source and initiates her/his own talk to repair what has been said before.

For example: *So, he didn't take Sat--- uh Friday off*

The trouble source from that utterance is word selection. In this case, the speaker produces the word “*Saturday*” by saying “*Sat*” instead *Friday*. After the hesitation marker *uh*, the speaker repairs the error by finding the appropriate word “*Friday*”

2.2.6.1.2 Other-Initiated Self-Repair

Self-initiated other-repair is one of the types of repair which the recipient identifies the trouble source and the speaker repairs or produce the repair solution.

A: So, he didn't take Saturday off
B: Saturday?
A: Friday

This conversation, A as the speaker does speech error when he/she produce Saturday. B as the recipient signals the trouble source by saying “*Saturday?*” for confirming the information. Then, A repairs the information itself by producing “*Friday*”.

2.2.6.1.3 Self-Initiated Other-Repair

Self-initiated other-repair is one of the types of repair which the speaker initiates the trouble source and the recipient repairs or produces the repair solution.

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

B: This quarter you mean

A: Yeah right

This conversation indicates the speaker A got a problem to produce what the intended the next utterance. In this case, the speaker initiated the trouble source by using repair marker *I mean* showed the speaker needed a little bit more time to produce the next utterance. Then, the hearer B produces the repair solution by saying “*This quarter you mean*”

2.2.6.1.4 Other-Initiated Other-Repair

Other-initiated other-repair is one of the types of repair which the hearer initiates the trouble source and produce the repair solution in the talk.

Learner: I was busy yesterday and forget to write it

Teacher: You mean forgot. It's past

Learner: Yeah

The trouble source in this conversation is syntactic trouble source categories made by learner. In this case, teacher initiates and repairs the trouble source by himself.

2.2.6.2 Self-repair Strategies

Self-repair happens when a speaker corrects or changes their own words while speaking. This is a common feature in natural, spontaneous conversations. Speakers do self-repair to make their speech clearer, more accurate, or more appropriate.

Schegloff et al (1977) classified “self-repair” into two types; self-initiated self-repair and other-initiated self-repair. As a mention before, self-repair involves the speaker produce the repair solution of the trouble source. It involves a range of repair strategies, such as searching, inserting, recycling, replacing, deleting, and aborting.

1. Searching for a word

This strategy usually followed by using hesitation, discourse marker “*I mean and you know*”, eye gaze, or gestures. The activity of searching for a word is characterized by observable conduct consisting of gaze away and is frequently marked by non-lexical perturbations (Goodwin & Goodwin, 1986). Non lexical perturbations include cut-offs, sound stretch, hesitation such as “*Uh*” and “*Uhm*”, pauses are used by the speaker. This strategy provides the speaker to find out the appropriate words or clarify the utterances he/she wants to mention.

Jack: *You know Mary uh... oh...what was it...uh...Kathy*

From that conversation, Jack uses the name *Mary* for the first time of speaking, but after the hesitation marker *uh, oh*, he wants to clarify by finding the appropriate word “*Kathy*”. In this case, Jack finds difficulty in expressing their thoughts at the moment of speaking.

2. Inserting

Inserting provides the speaker inserts one or more new elements in the next utterance in order to make clearly the utterance as mention before. This strategy divided into two types; specifying and intensifying inserting.

2.1 Specifying inserting

This type provides the speaker inserts new elements in order to make specific of the utterance. For example:

S: maybe if you receive a call--an **emergency** call from your parents you can take it out.

From the utterance above, the speaker inserts the word **emergency** after producing “a call”. In this case, the speaker modified the indefinite article “a” into “an” before inserting the element “emergency”. Here, the speaker uses this strategy of self-repair in order to make specific of the utterance and avoid misunderstanding of the hearer.

2.2 Intensifying inserting

This type provides the speaker inserts new elements in order to intensify the utterance. For example:

A: I agree with you: .uh talent is part of the equation bu::t the impo:r- the **most** important thing to the question is hard work.

From the utterance above, the speaker inserts adverb **most** before producing “important” in the next utterance. Here, the speaker uses this strategy of self-repair in order to intensify the adjective “important”.

3. Recycling

Recycling concerns when the speakers repeat the word or utterance including a lot of subcategories such as Repetitions of syllabic word, conjunctions, pronoun, prepositions, each other.

A: You know, he bought a new car and – and house.

In this example, the speaker **A** repeats the conjunction *and* so that **A** needs to gain more time to create his idea.

4. Replacing

Replacing is one of strategies of self-repair used when the speaker replaces or substitutes the partial or the whole element in the previous utterance. For replacing strategies, there are two categories; simple replacing and error correction replacing.

4.1 Simple Replacing

Simple replacing could happen when the speakers forget something that they want to say and, or when they want to mention another thing. For example:

*A: you have to know that **th- the response-- the- the answer** they are they are expecting is yes'*

From the utterances above, the word “**the response**” is replaced by “**the answer**”.

this is as simple replacing strategies because the speaker only replaces the previous word with another word

4.2 Error Correction Replacing

This strategy concerns on repair on phonological (branch of linguistics which concerns on speech sounds), lexical (related to the words or vocabulary of a

language) and morphological (the study of words, how they are formed) and syntactic (the set of the structure of the sentences) trouble sources.

John: *Sure enough ten minutes later the bell r - the doorbell rang...*

This is an example of lexical trouble source. John knows that *bell* will confuse the listener, so he initiates repair by replacing the lexical “*bell r*” with “*doorbell rang*”.

5. Deleting

Deleting indicates the speaker deletes one or more the previous elements that have already produced. For example:

I know that she did like **all the harry potter movie::s all the movie** and she still graduated from college

In this example, the speaker deletes part of the first phrase (“all the Harry Potter movies”) and repeats it more clearly in the next part of the sentence. This helps to correct or clarify what they want to say.

6. Aborting

This strategy indicates the speaker leaves incomplete their previous utterances. There two ways of using aborting; abandoning the previous utterance and abandoning part of the utterance in order to reformulate it so the message can be delivered clearly to the recipient.

For example:

A” don’t react. **don’t recog- don’t know what I say**

B: yeah

A: it’s like talking to the wall

In this example, speaker A abandons the middle of their sentence (“don’t recog-”) and restarts or changes it to make the meaning clearer. This shows how the

speaker struggles to complete their thought but still wants the listener to understand.

CHAPTER III

FINDING AND DISCUSSION

This chapter discusses about finding and discussion. In this chapter, the writer answers the research problem above as in Chapter One. The writer presents detail information about the strategies of self-repair made by the hosts and guests in The Chew talk show based on Schegloff's theory.

3.1 Finding

The data employed were taken from the selected transcript of the utterances contains the strategies of self-repair used by hosts and guests in The Chew talk show. The writer found 41 data used by the hosts and guests in The Chew talk show. In analyzing the data, the writer classified the strategies of self-repair between the hosts and guests based on Schegloff's theory. Basically, the writer found 22 data produced by the hosts in The Chew talk show containing four types of self-repair strategies; searching, inserting, recycling and replacing. On the other hand, the writer found 19 data produced by the guests in The Chew talk show containing four types of self-repair strategies; searching, inserting, recycling, and deleting. The analysis of each strategy of self-repair is presented as follows:

3.2 Strategies of Self-Repair Used by Hosts and Guests

1. Self-Repair Strategies Used by Hosts

The writer found 22 data produced by the hosts in The Chew talk show. For the six self-repair strategies, the writer found four types of self-repair strategies. They are searching, inserting, recycling and replacing.

1.1 Searching

This strategy provides the speaker to find out the appropriate words or clarify the utterances the speaker wants to mention. This strategy is frequently marked by hesitation (such as “*Uhm*” and “*Uhh*”, non-lexical perturbation (cut-offs, pauses, sound stretch), eye gaze or gestures.

Datum 1

The conversation occurred in the episode “Michael Symon's 5 in 5: Noodles with Cabbage and Onions (Making 5 recipes in 5 minutes)” which was aired on December 8, 2018. In this section, Michael explained the instructions of how to make this food and let the hosts to follow it.

Michael: “I even like to take (2) like **if you have a(.) a wood burning grill**, or run your oven really hot, take quarters of cabbage and roast them till they are a deep, deep brown”.

Analysis:

The utterance of datum 1 above was produced by Michael Symon while explaining a cooking procedure to the hosts during the episode “*Michael Symon's 5 in 5: Noodles with Cabbage and Onions*” aired on December 8, 2018. In this interaction, Michael takes the role of an expert instructor, providing step-by-step guidance. The utterance demonstrated self-initiated self-repair in the same turn, particularly through the use of searching repair strategies. Searching repair happened when Michael stopped talking for a moment to think of the right word, phrase, or way to say something before continuing. We can see this in Michael's paused, repeated words, and changed in how he says things in one turn.

At the beginning of the utterance, “*I even like to take (2) like if you have a...*”, the two-second pause signals a moment of hesitation. This pause indicates that the speaker has not yet fully formulated the upcoming part of the utterance. Rather than abandoning the turn. After pausing his talk, he repeated the one element of the prior talk “*like*” and searching the next utterance by producing “*if you have a..*”. Then, in the next utterance, “*a wood burning grill, ...*” he frequently used pauses again in his talk. It showed that he got problem to find out the appropriate word and produced the complete next utterance. After pausing his talk, he repaired his speech error by repeating the indefinite article “*a*” and followed by producing the next utterance “*a wood burning grill,...*” .

The repair here is not because of a grammar mistake or a problem with meaning, but because Michael needed time to plan what to say while speaking. At the same time, he made sure the instructions are clear, the audience can follow, and he spoke in real time. Searching as repair helped him make his words clearer for everyone, including audiences who may or may not have a wood-burning grill.

Datum 2

The conversation in datum 2 occurred in the episode “Michael Symon's 5 in 5: Noodles with Cabbage and Onions (Making 5 recipes in 5 minutes)” which was aired on 8 Dec 2017. In this section, Michael told his family’s life as a chef. His parents do love to cook delicious food especially Eastern European style food because they have lived there for a long time.

Michael: “So, you guys this is a dish that my (3) **you know** (.)my dad (.) my mom did the majority of the cooking in the house, but my dad had a couple dishes that he made very well. And this is a very kind of Eastern European style pasta that goes a long way for a little money”.

Analysis:

The utterance of datum 2 above made by Michael which he repaired by himself at the same turn. In this segment, Michael Symon told about his family background and their cooking practices. The utterance is produced by Michael and demonstrates self-initiated self-repair within the same turn, specifically searching repair strategies. It contains searching repair strategies because in the beginning of sentence, he repaired his utterance by pausing approximately three seconds and using the discourse marker “*you know*”. As Schegloff et al (1977); Levelt, (1983); Laakso and Sorjonen, (2010) pointed out in the previous studies that a few English lexical initiators include words such as *or*, *well*, and *sorry* or discourse markers such as *you know* and *I mean* in his talk in order to search the word. In this case, after Michael produced the utterance “*my..*”, he got problem to produce the next utterance so that he used pauses around 3 second and discourse marker “*you know*” indicates the speaker felt hesitant to complete his utterances. In addition, the speaker frequently used pauses for producing the utterance indicates the speaker needed more time to search the next utterance.

Datum 3

The conversation occurred in the episode “Michael Symon’s 5 in 5: Noodles with Cabbage and Onions (Making 5 recipes in 5 minutes)” which was aired on 8 December 2017. In this section, Michael argued that the food which has been cooking is really easy to make it.

Michael: "Some-none of them were super fancy, but some of them were more affordable **uh I mean** easier to make than others".

Analysis:

The utterance of datum 3 above was produced by Michael. It is classified as repair strategies using searching strategy because the speaker used hesitation "Uh" and "I mean" attempted to search the appropriate word of the utterance. In this section, he explained the recipe from his family to make noodles with cabbage and onions. In the middle of the process to make it, he told that this food is really easy to make. In the last sentence, he produced the word "affordable" in order to describe this food. The use of word "affordable" is inappropriate word because in the last sentence Michael produced the verb "to make" in the next utterance. The meaning of the word "affordable" is inexpensive or unable to buy. In this case, he repaired his error speech by using hesitation marker "uh" and repair marker "I mean" attempted to search the appropriate word. Then the word "affordable" is repaired by another word "easier" and followed the next utterance "to make than others".

Datum 4

The conversation occurred in the episode "Michael Symon's 5 in 5: Noodles with Cabbage and Onions" which was aired on 8 December 2017. In this section, Michael told that this recipe was from her parents. In the middle of making a food, he told his family's experience of being parents.

Michael: "I think a lot of it is, Clinton (.) is when I was growing up, your parents(2)they had to feed us. We had dinner at the house everyday"

Analysis:

The utterance of datum 4 above was produced by Michael. It contains the searching repair strategies at the same turn by himself because he frequently used pauses in his turn of talk in progress in order to search for words or phrases. Searching repair strategies appeared when Michael used pauses in the middle of the talk. After pausing his talk, he produced “*is when I was growing up*”. Then, in the next utterance, he frequently used pauses again in his talk. It means he needs a little bit more time to produce the appropriate word he wanted to say. In this case, after producing the lexical item “*your parents*” he produced the subject pronoun “*they*”. The use of subject pronoun “*they*” refers to the word “*your parents*”.

Datum 5

The conversation occurred in the episode “Michael's Bologna Fried Rice Recipe” which was aired on 19 March 2018. In this section, Michael's got the perfect midnight munchies dish; Bologna Fried Rice.

Michael: “Do you guys **aaaaa: ((looking for spoon))** I will use a spoon”.

Analysis:

The utterance of datum 5 above was produced by Michael. It is classified as repair strategies using searching strategies because the speaker used sound stretch attempted to search the appropriate word of the utterance. Searching repair strategies appeared when he used sound stretch “**aaaaa:**” in the middle of talk. It means he needed a little bit more time to produce the next produce. He struggled to search the utterance what he wanted to produce. Finally, he produced the next utterance completely.

Datum 6

The conversation occurred in the episode “Michael Symon's 5 in 5: Noodles with Cabbage and Onions (Making 5 recipes in 5 minutes)” which was aired on 8 December 2017. In this section, Michael told about the sauce as one of the ingredients for making a food.

Michael: “Now, For the sauce we take (2) the sauce is like a bonus. I just eat these things straight”.

Analysis

The utterance of the data above indicates searching repair strategies used by Michael because he used pauses in his utterance in order to search for word or phrases. Searching repair strategies appeared when he produced “*For the sauce we take(2)the sauce is like a bonus*”, Michael used pauses in the middle of his talk which indicates that the next utterance is not ready to produce. After pausing his talk, he repeated two elements of the prior talk “*the sauce*” and produced the next utterance completely.

Datum 7

The conversation in datum 7 occurred in the episode “Carla’s Pizza Spring Rolls” which was aired on 18 May 2018. In this section, Carla gives the instructions of how to make this food and let Michael to help her.

Carla: “...and then Michael, if you’ll give me some of that mixture. about **you know**, a quarter cup”.

Analysis:

The utterance of datum 7 above was produced by Carla which she repaired by herself at the same turn. It contains searching repair strategies because in the

end of sentence, she repaired his utterance by using the discourse marker “*you know*”. It indicates she got problem to produce the next utterance. She struggled to search the utterance what she wanted to produce. After using discourse marker “*you know*”, she continued the next utterance completely.

Datum 8

The conversation occurred in the episode “Carla’s Pizza Spring Rolls” which was aired on 18 May 2018. In this section, Carla gave the instructions of how to make this food and let Michael to help her.

Carla: “So Clinton, I’m going to have you over here. We have **ehm**: some sausage that we have taken out of the casing and we browned. It’s like being on (.) just like a regular sausage”.

Analysis

The utterance of datum 8 above was produced by Carla. It is classified as self-repair strategies using searching strategy because she used hesitation in her utterance. Searching repair strategies appeared when she produced “*We have ehm: some sausage that we.....*”, before she continued the next utterance, she used hesitation marker **ehm** meaning she got problem to produce the next produce. She struggled to search the utterance what she wanted to produce. Finally, she continued the next utterance completely.

Datum 9

The conversation occurred in the episode “Carla’s Pizza Spring Rolls” which was aired on 18 May 2018. In this section, Carla gave the instructions of how to make this food and let Michael to help her.

Carla: “Alright, so **uhm** here, Michael we have the cold mixture. And I’m going to **aaaa:ddd** some shredded mozzarella cheese. Like the one in, like, the package”.

Analysis

The utterance of datum 9 above made by Carla which she repaired by herself at the same turn. It contains searching repair strategies because she repaired her utterance by using hesitation marker and sound stretch in her talk in order to search the word. In this case, after Carla produced the utterance “*alright, so*”, she got problem to produce the next utterance so that she used hesitation marker “**uhm**” which indicates she felt hesitant to complete her utterances. In addition, the speaker also used sound stretch “**aaaa:ddd**” for producing the utterance which indicates she needed more time to search the next utterance.

Datum 10

The conversation occurred in the episode “Carla’s Pizza Spring Rolls” which was aired on 18 May 2018. In this section, Carla gave the instructions of how to make this food and let Michael to help her.

Carla: “You have egg whites because (.) if you (.) the water and oil, well that doesn’t mix”.

Analysis

The utterance of datum 10 above was produced by Carla. It contains the searching repair strategies at the same turn by herself because she frequently used pauses in his turn of talk in progress in order to search for words or phrases. In the beginning of sentence, “You have egg whites because (.) if...“Carla used pauses in the middle of her talk which indicates that the next utterance was not ready to produce. Then, in the next utterance, “*if you*“ she frequently used pauses again in

her talk. It showed that she got problem to find out the appropriate word and produced the complete next utterance. After pausing her talk, she produced the next utterance completely.

Data 11, 12, 13

The conversation occurs in the episode “Carla's Chicken Soup Bar on The Chew” which was aired on 3 April 2018. In this section, Carla introduced the recipe how to make a delicious food “Chicken Soup” to actress Chrissy Metz as a guest in The Chew talk show.

- Carla: “Well, I think I have the dish for you. I am going to be making **uhmm** what am I making?” (**Datum 11**) (1)
- Clinton: “Chicken soup” (2)
- Carla: “Thank you” (3)
- (laughter)
- Carla: “It is such” (4)
- Chrissy: “I love chicken soup” (5)
- Clinton: “There’s chicken and soup over here, so I’m assuming” (6)
- Chrissy: “This is chicken and soup” (7)
- Carla: “It is such **uhmm** such the definition of relaxing that you can’t even remember what you’re going to be making”. (**Datum 12**) (8)
- Chrissy: “That’s how relaxing it” (9)
- Carla: “That’s how (2) it’s like a bath. **You know** how we started talking about the bubble bath” (**Datum 13**) (10)
- Chrissy: “Right” (11)

Analysis

In line 1, the utterance was produced by Carla as the speaker. It is classified as searching repair strategies because she used hesitation marker “*Uhhh*” in her utterance. Here, Carla wanted to explain to Chrissy as the guest in

this episode about what the food she wanted to make for her. Unfortunately, Carla forgot what the food she would make for Crissy. In sentence, “*I am going to be making--- uhmm – what am I making?*” shows that Carla struggled to remember what the food that would be made by using hesitation marker “*uhmm*“ and paused her talk. It indicates she felt confused to produce what the word she wanted to say. Then, she initiated and gave signals to another host who also as the recipient to repair her previous talk by producing “*what am I making?*” with upward intonation. Clinton as the recipient immediately repair Carla’s talk by searching the word “chicken soup” because he saw there was a soup and chicken on the table and then Carla gave the response by saying “*thank you*”. It means that the utterance produced by Clinton is correct.

In line 8, the utterance was produced by Carla who needed searching repair strategies again. In this case, she wanted to clarify why she forgot what she would make for Crissy like in the previous utterance. Searching repair strategies appeared when she produced “*It is such uhmm such the definition of relaxing....*”, before she continued the next utterance, she used hesitation marker *uhmm* which means she got problem to produce the next utterance. She struggled to search the utterance what she wanted to produce. Finally, she continued the next utterance by recycling one element of the prior talk “such” and produced the next utterance completely.

In line 10, the utterances of data above show the repair strategies using searching done by Carla. In this case, she clarified her previous talk and explained about the way of relaxing what the utterance mentioned before. Searching repair strategies appeared when the speaker produced, “*That’s how (2) it’s like a bath*”.

She felt hesitant in the middle of her talk. Before continuing her next utterance, she struggled to search the appropriate word in order to convey what she wanted to produce. Finally, she completed her next utterance by saying “*it’s like a bath*” .

1.2 Inserting

This strategy provides the speaker make clearly or make a specific the utterance as mention before. This type is marked by inserting the one or more new elements in the next utterance.

Datum 1

The conversation occurred in the episode “Carla’s Chopped Cheese Sandwich Recipe” which was aired on 24 May 2018. In this section, Carla was cooking “. Here, Carla explained the recipe how to make a dish and let Michael to help her.

Carla: “When you think about it, it is kind of like a Philly cheesesteak. You think about a Philly cheesesteak, but with a burger. So I am going to get started putting some burgers on, putting my onions on. Michael if you could chop some pickled jalapenos and *just some pickles, some dill pickles*”.

Analysis:

The utterance of the data above indicates inserting strategies used by Carla as a one of the hosts in *The Chew* talk show because she inserted one new element in the next utterance. In sentence, “*Michael, if you could chop some pickled jalapenos and just some pickles, some dill pickles*” Carla appeared to exhibit hesitation prior to the initiation of insertion repair by pausing before the insertion the word “*dill*” is uttered. After pausing, she repaired her prior talk “*just some*

pickles”by repeating “*some*” and inserting the word “*dill*” which showed she wanted to make clearly the sentence meaning she wanted to say.

In conclusion, Carla shows the use of insertion repair, which is a type of self-repair she makes while speaking. At first, Carla says the phrase “just some pickles,” which sounds unclear because the word “pickles” can refer to different kinds. In a cooking context, this ambiguity is important because the type of ingredient needs to be specific to avoid misunderstanding.

Datum 2

The conversation occurred in the episode “Whoopi Goldberg & Michael Symon Make Crispy Bacon Creamed Corn which was aired on 14 Nov 2017. In this section, Michael explained the steps of how to make a delicious food. Whoopi as the guests in this episode was stopped by to show off her funny festive line of sweaters and joined Michael Symon in the kitchen to make Crispy Bacon Creamed Corn.

Michael: “Yeah, so we *take the cobs*, we take **all** the cobs. I take an onion, garlic, bay leaf and coriander, let it simmer for about an hour and you have this incredibly flavorful corn stock”

Analysis:

The utterance of datum 2 above was produced by Michael as the host of The Chew talk show. It contains specifying inserting repair strategies because the speaker insert one new element in his talk in order to make specific of the utterance. In the beginning of sentence, he explained the instruction to make a dish by producing “*Yeah, so we take the cobs—we take all the cobs*”. Before he repaired his previous utterance, he paused his utterance which indicates he

initiated to repair of the next utterance. After pausing his talk, he repaired his previous talk by recycling the word “*we take*” and inserting the word “*all*” before the phrase “*the cobs*” was produced. In this example, he engages “Specifying Insertion” repair strategies because he was aware of misunderstanding of the recipient that could happen. When the speaker did not repair his utterance by inserting the word “*all*” it could indicate the different perceptions about the ingredients to make that dish, such as we have to take some cobs or take all the cobs. Thus, he used insertion repair strategies to avoid the possibility of misunderstanding of the hearer.

Datum 3

The conversation occurred in the episode “Carla’s Pizza Spring Rolls” which was aired on 18 May 2018. In this section, Carla gave the instructions of how to prepare the dish while demonstrating the cooking process.

Carla: “... then I have *my wrapper* (.) ***My rice wrapper***”.

Analysis:

The utterance of the data above, Carla demonstrates the use of insertion repair, a type of self-initiated self-repair. Initially, she produces the phrase “*my wrapper*,” which is general and potentially unclear because there are different kinds of wrappers used in cooking, such as spring roll wrappers, egg roll wrappers, or rice wrappers. In a cooking context, this lack of specificity can lead to confusion.

In sentence, “*I have my wrapper* (.) ***My rice wrapper***” Carla showed hesitation prior to the initiation of insertion repair by pausing before the insertion

the word “*rice*” was uttered. After pausing, she repaired her prior talk “*my wrapper*” by repeating “*my*” and inserting the word “*rice*” which showed she wanted to make the meaning of the sentence clearly.

1.3 Recycling

Recycling strategy provides the speaker repeated the utterance that could include a lot of subcategories, such as repetitions of syllabic word, conjunctions, prepositions and et cetera.

Datum 1

The conversation occurred in the episode “Carla's Chicken Soup Bar on The Chew” which was aired on 3 April 2018. In this section, Carla gave her instructions of how to make a delicious food “Chicken Soup” and asked 8 Chrissy Metz to help her.

Carla: “All right, so here, **pour that (.) pour that** stock. We’re gonna pour that over the stove so it doesn’t splatter on us”.

Analysis:

The utterance of datum 1 above was produced by Carla. It is classified as self-repair strategies using recycling strategy because the speaker repeated her syllabic word in her utterance. The utterance shows that Carla uses a self-repair strategy in the form of recycling, which means repeating the same words within one utterance. Carla first says “pour that,” then pauses briefly, and then repeats “pour that” and adds the word “stock.”

This repetition shows that Carla paused for a moment to organize her speech or pay attention to the situation while cooking. After repeating her words,

Carla made her instruction clearer by specifying the ingredient, which is “stock.” This repetition helps ensure that Chrissy does not get confused and can follow the instructions correctly.

Datum 2

The conversation occurred in the episode “*Michael Symon's 5 in 5: Noodles with Cabbage and Onions* (Making 5 recipes in 5 minutes)” which was aired on 8 Dec 2017. In this section, Michael gave the tricks before finishing the dish and the food was ready to be served. The tricks before finishing the food were from his dad.

Michael: “But the key there as you guys saw was **the first thing that we did** (.) **the first thing that we did** was we got that caramelize. So at this point my dad would do two things, check it for seasoning (check) needs a little more salt and a little more pepper. He would either finish with a little butter or he would also sometimes finish it with a little sour cream”.

Analysis:

The utterance of datum 2 above shows the repair strategies using recycling done by Michael. In this case, Michael initiated the repair by repeating multi-syllabic words before producing the next utterance. Here, he seems to show in the presence of an outside distraction. In sentence, “*you guys saw was **the first thing that we did** (.) **the first thing that we did** was...*”, Michael paused his utterance before recycling multi-word is uttered. Then, he produced multi-word recycling and followed by the next utterance.

Datum 3

The conversation occurred in the episode “Whoopi Goldberg & Michael Symon Make Crispy Bacon Creamed Corn which was aired on 14 Nov 2017. In

this section, Michael explained the steps of how to make a delicious food. Whoopi as the guests in this episode was stopped by to show off her funny festive line of sweaters and joined Michael Symon in the kitchen to make Crispy Bacon Creamed Corn.

Michael: "...the other thing that we always have in my house is *an unusual hhhh an unusual amount* of these packets. ((shows and gives it to Clinton))

Analysis:

The utterance of datum 3 above was produced by Michael. It is classified as self-repair strategies using recycling strategy because the speaker repeated his syllabic word in his utterance. Two-word recycling appeared when he uttered his sentence, "*an unusual hhh an unusual amount..*". Here, the use of two-syllabic recycling presents an outside distraction. However, after he repeated his prior talk then he produced the next utterance.

Datum 4

The conversation occurred in the episode "Carla's Pizza Spring Rolls" which was aired on 18 May 2018. In this section, Carla gave the instructions of how to make this food and let Michael to help her.

Carla: "I roll it, and then *you want to* (.) **you want to** sort of wait for a little bit because these will get soft".

Analysis:

The utterance of datum 4 above shows the repair strategies using recycling done by Carla. In this case, Carla initiated the repair by repeating multi-syllabic words before produced the next utterance. Here, she seems to show in the presence of an outside distraction. In sentence, "...then *you want to* (.) **you want to**

sort of ...”, Carla paused her utterance before recycling multi-word is uttered. Then, she produced multi-word recycling and followed by the next utterance.

1.4 Replacing

This strategy is used by the speaker when he or she substitutes the partial or the whole element in the previous sentences.

Datum 1

The conversation occurred in the episode “Carla’s Pizza Spring Rolls” which was aired on 18 May 2018. In this section, Carla gave the instructions of how to make this food and let Michael to help her.

Carla: “Now, for the spring roll portion. So, *I have* **I put** a plate down here. I put it on towel”

Analysis:

The utterance above shows the instance of replacing as repair strategies by Carla at the same turn because she substituted the partial element in the previous sentence. She produced the word “*have*” but accidentally she repaired her word “*have*” by replacing with another lexical “*put*”. The use of word “*have*” is inappropriate word because Carla produced the word “*down*” in the next utterance. In this case, she repaired her error speech by replacing the previous word with another word.

Datum 2

The conversation occurred in the episode “Carla's Chopped Cheese Sandwich Recipe” which was aired on 24 May 2018. In this section, Carla explained the recipe from her family to make sandwich.

Carla: “So, I really wanted to make something where *it's not meat is not* the main dish, but I'm doing a vegan pecan pie”.

Analysis:

The utterance above showed the instance of replacing as repair strategies by Carla at the same turn because she substituted the partial element in the previous sentence. She produced the word “*it's not meat*” but accidentally she repaired her word “*meat*” by replacing with another lexical “*the main dish*”. In this case, she repaired her error speech by replacing the previous word with another word.

2. Self-Repair Strategies Used by Guests

The writer found 20 data produced by the guests in The Chew talk show. For the six self-repair strategies, the writer found four types of self-repair strategies. They are searching, inserting, recycling, and deleting strategies.

2.1 Searching

This strategy provides the speaker to find out the appropriate words or clarify the utterances the speaker wants to mention. This strategy is frequently marked by hesitation (such as “*Uhm*” and “*Uhh*”, non-lexical perturbation (cut-offs, pauses, sound stretch), eye gaze or gestures.

Datum 1

The conversation is from in the episode “*Amanda Freitag’s Turkey Chili Nachos Recipe*” which was published on 27th March 2018. In this section, Amanda explained her instructions how to make a dish and let the hosts to follow it. She mentioned a cocoa powder as one of the ingredients of this dish.

Amanda: “Yeah, it’s **not sweet**(.)It’s **unsweetened** cocoa powder and that goes in”.

Analysis:

The utterance of datum 1 above was produced by Amanda. It contains the searching repair strategies at the same turn by herself because she used cuts off in her turn of talk in progress in order to search the appropriate word. The use of phrase “*it’s not sweet*” is changed to “*It’s unsweetened cocoa powder*”. The change from “*not sweet*” to “*unsweetened*” indicates that Amanda is aware that her earlier wording is less appropriate. She cuts off her first description and repairs it by repeating “*It’s*” and replacing the phrase with a more specific and correct term. Actually in this utterance, Amanda talked about cocoa powder and she used cuts off on her sentence. It means that she struggled to produce the appropriate word. The use of word “*not sweet*” is inappropriate word for the word “*cocoa powder*”. Thus, she initiates to repair her previous talk by recycling the part of the prior talk “*It’s*” and repair with another word “*unsweetened*” that describes a cocoa powder itself.

Datum 2

The conversation is from the episode “Pressure Cooker Pulled Pork Sandwiches” which was published on 24 April 2018. In this section, The Chew’s

Culinary Producer Laura Arnold shared a one-pot pressure cooker recipe perfect for Field Day!

Laura: “Alright, so Carla”,

Carla: “Yes..”

Laura: “Here **we have your—we have a boneless pork** shoulder so basically I tried testing this two ways. By cutting the pork shoulder into smaller pieces such as here or leaving it whole. So what I found is if you want to save an extra 20 to 30 minutes in this recipe, cut it into four pieces”.

Carla: “Oh, that’s a really good tip”.

Laura: “So, then we can just sprinkle or rub because we aren’t smoking. We can rub it if we want to. You can do this up to a day in advance”.

Michael: “Get in there, Carla”.

Analysis:

The utterances above provide the searching repair strategies used by Laura at the same turn. The searching strategies appeared when she said “*Here we have your uh we have a boneless pork shoulder...*”. In this case, the error happened when she used hesitation marker “*uh*” in the middle of her talk indicates she gets confusion to search the next utterance what she wants to say. After the speaker used hesitation marker on her talk, she repaired her utterance by recycling the part of the prior talk “*we have*”, deleting the one word “*your*” and followed by the next utterance.

Datum 3

The conversation is from in the episode “Monster Cookies by Elizabeth Chambers-Hammer” which was published on 18 May 2018. In this section, she shared her recipe for delicious food “monster cookies”.

E: “...so I grew up making these monster cookies. my mom (2) **I mean** I think literally (.) as long (.) young as I can remember”.

Analysis:

The utterance of datum 3 above was produced by Elizabeth. It is classified as searching repair strategies because she used pauses and discourse marker “*I mean*” in her utterance. Here, Elizabeth told about the food she wanted to make in this episode. She told about cookies which reminded her when she was young. Searching strategy appeared in sentence, “.....*my mom (2) I mean I think literally (.) as long (.) young as I can remember.*”. It shows that Elizabeth struggled to find the appropriate word by using pauses and discourse marker “*I mean*” in her talk. It indicates she felt confused to produce what the word she wanted to say. In this case, after Elizabeth produced the utterance “my mom”, she got a problem to produce the next utterance so that she used pauses around 2 seconds and discourse marker “*I mean*”. It indicates the speaker felt hesitant to complete her utterance. In addition, the speaker frequently used pauses for producing the next utterance, which indicates the speaker needed more time to produce the next utterance completely.

Datum 4

The conversation occurred in the episode “**Creamed Corn Recipe from Kandi Burruss**” which was aired on 22 February 2018. In this section, Clinton and Kandi Burruss were cooking a feel-good favorite - Creamed Corn.

K: “Well, for what I normally (.) do (.) now **you know** I never really have like a set amount”.

Analysis:

The utterance of datum 4 above was produced by Kandi Burruss as the guest in The Chew talk show. It contains the searching repair strategies at the same turn by herself because she frequently used pauses and discourse marker “*you know*”

in her turn of talk in progress in order to search for words or phrases. In the beginning of sentence, “*I normally (.) do (.) now*” Kandi used pauses twice in the middle of his talk which indicates she needed little a bit more time to produce the next utterance. After pausing her talk, she produced the word “*now*” but after that she used discourse marker “*you know*” in her talk. It showed that she got problem to find out the appropriate word and produced the complete next utterance. After pausing her talk, she continued the next utterance by saying “*I never really, ...*”

Datum 5

The conversation occurred in the episode “**Creamed Corn Recipe from KandiBuruss**” which was aired on 22 February 2018. In this section, Clinton and Kandi Burruss were cooking a feel-good favorite - Creamed Corn.

K: “...basically, I get, **umm: you know**, you shave your corn off, you put it in here”.

Analysis:

The utterance above provides the searching repair strategies used Kandi at the same turn. The searching strategies appears when she said “*I get, umm: you know, you....*”. In this case, the error happens when she used hesitation marker “*umm:*” and discourse marker “*you know*” in the middle of her talk indicates she gets confusion to search the next utterance what she wants to say. After the speaker used hesitation marker and discourse marker on her talk, she repaired her utterance by deleting the words “*I get*” and followed by the next utterance.

Datum 6

The conversation is from in the episode “Monster Cookies by Elizabeth Chambers-Hammer” which was published on 18 May 2018. In this section, she shares her recipe for delicious food “monster cookies”.

E: “We have **umm** our butter, our sugars, we have **umm arrr:** our baking soda.

Analysis:

The utterance of datum 6 above was produced by Elizabeth. It contains the searching repair strategies at the same turn by herself because she frequently used hesitation marker and sound stretch in her urn of talk in progress in order to search for words or phrases. In the beginning of sentence, “*We have umm our butter....*” Elizabeth used hesitation marker “*umm*” in the middle of her talk which indicates that the next utterance is not ready to produce. After that, she continued her utterance by saying “*our butter...*”. Then, in the next utterance, “*we have....*” she used hesitation marker again and sound stretch in her talk. It showed that she got problem to find out the appropriate word and produced the complete next utterance. Finally, she continued her next utterance “*our baking soda*”.

2.2 Inserting

This strategy provides the speaker on how to make a specific the utterance as mention before. This type is marked by inserting the one or more new elements in the next utterance. The writer found two types of inserting repair strategies used by the hosts, those are specifying inserting and intensifying inserting.

2.2.1 Specifying Inserting

This type indicates when the speaker inserts new elements in order to make specific of the utterance.

Datum 1

The conversation occurred in the episode “Carla's Chicken Soup Bar on The Chew” which was aired on 3 April 2018. In this section, Carla gave the directions and let Chrissy Metz to help her for making delicious food “Chicken Soup”.

Carla: “And Michael’s gonna put in those bones right in here. And we don’t worry about any of the skin or anything. It’s gonna make it really flavorful. And that’s just gonna simmer until it’s amazing. And then here, put some salt in here. I put a pinch and you put a pinch”.

Crissy: “We have our pinches together, **best friend** pinches”.

Carla: “I know, I put a pepper”

Crissy: “And I put a pepper”

(Laughter)

Analysis:

The utterance of datum 3 above was done by Crissy. It is classified as self-repair strategies using inserting strategy at the same turn because the speaker inserted new elements in her utterance. The previous talk was produced by Carla, is about Carla leads the step by step how to make chicken soup and let Crissy to follow her. Crissy is very excited to help Carla for making this delicious food. In sentence, “We have our pinches together, **best friend** pinches” Crissy repaired her prior talk by inserting the word “*best friend*” before the word “*pinches*” was produced. In this example, she engaged “Specifying Insertion” repair strategies because she wanted to make a specific meaning what the utterance as mention before.

Datum 2

The conversation is from in the episode “Monster Cookies by Elizabeth Chambers-Hammer” which was published on 18 May 2018. In this section, she shared her recipe for delicious food “monster cookies”.

E: “...so we start with our unsalted butter. And I do two brown sugars. I do a light and a dark. And umm I like to use the very *refined sugar*, the really **refine granulated sugar**”.

Analysis:

The utterance of the data above indicates inserting strategies used by Elizabeth as the guest in *The Chew* talk show because she inserted one new element in the next utterance. In sentence, “*I like to use the very refined sugar, the really refine granulated sugar,*” Elizabeth appeared to exhibit hesitation prior to the initiation of insertion repair by pausing before the insertion the word “**granulated**” was uttered. After pausing, she repaired her prior talk “*refined sugar*” by repeating “*refine*” and inserting the word “**granulated**” which showed she wanted to make clearly the sentence meaning she wanted to say.

Datum 3

The conversation occurred in the episode “Whoopi Goldberg & Michael Symon Make Crispy Bacon Creamed Corn which was aired on 14 Nov 2017.

Whoopi: “I’ve got *tofu* in here, **silken tofu**. Not the farm tofu. Silken tofu”.

Analysis:

The utterance of datum 3 above was done by Whoopi. It is classified as self-repair strategies using inserting strategy at the same turn because the speaker inserted new elements in her utterance. In the beginning of the talk “*I’ve got tofu*

in here, *silken tofu*”, Thani repaired her prior talk by inserting the word “*silken*” before the word “*tofu*” was produced. In this example, she engaged “Specifying Insertion” repair strategies because she wanted to make a specific meaning what the utterance mentioned before.

2.2.2 Intensifying Inserting

This type indicates when the speaker inserts new elements in order to intensify the utterance.

Datum 1

The conversation is from in the episode “Amanda Freitag’s Turkey Chili Nachos Recipe” which was published on 27th March 2018. In this section, Amanda explained her experiences when she was being a judged and giving the comment for the contestants in the food competition.

Amanda: “And you’re a chef and you walk up to the judges, you’ve already judged yourself. You already know everything you did wrong. I don’t have to (.) I don’t **really** have to nail that down. That’s already out there. So I just want them to do well”.

Analysis:

The utterance of datum 3 above was done by Amanda. It contains intensifying inserting as one of the strategies of self-repair at the same turn. In this case, she used pauses in her talk before she continued her next utterance. She paused her talk indicates she needed a little bit more to produce the next utterance. The intensifying inserting repair appeared when Amanda mentioned “*I don’t have to—I don’t really have to nail that down*”. Inserting adverb “**really**” indicates she wanted to make clearly and convinced the recipient of her statement.

2.3 Recycling

Recycling strategy provides when the speaker repeated the utterance that could include a lot of subcategories, such as repetitions of syllabic word, conjunctions, prepositions, etc.

Datum 1

The conversation occurred in the episode “Clinton’s Banana Cream Pie Recipe” which was aired on 30th March 2018. In this section, Patrick gave the responses from Clinton’s question about how does he love everything about banana.

Patrick: “I’m. I’m obsessed with bananas. I love banana cream pie, banana bread, banana pancakes, **bananas-bananas** with peanut butter, everything”

Analysis:

This utterance demonstrates a self-initiated self-repair strategy, specifically recycling. Recycling occurs when a speaker repeats a word or phrase within the same turn, usually to gain time for planning, to correct themselves, or to organize the upcoming speech. The utterance of datum 1 above provides the self-repair strategies used by Patrick at the same turn by using recycling strategy. Recycling strategy appeared when the speaker repeated one word “*bananas*” in the end of his talk. He repeated this utterance twice indicates he needed to gain more time to produce the next utterance. After he repeated his word “*bananas*”, he continued and explained everything he loves about bananas.

Additionally, the recycling strategy helps make the conversation clearer. Patrick’s repetition shows his strong feelings and excitement, and it emphasizes how much he really loves bananas. The repetition also helps him organize his list

of banana foods, so the audience can follow what he is saying more easily. The second repetition, “bananas, bananas with peanut butter,” also shows recycling. It helps Patrick get more time to think about what to say next while keeping his list going smoothly.

Datum 2

The conversation occurred in the episode “Clinton’s Banana Cream Pie Recipe” which was aired on 30th March 2018. In this section, Patrick gave the responses from Clinton’s question about how he loves everything about banana.

Patrick: “**I’m. I’m** obsessed with bananas. I love banana cream pie, banana bread, banana pancakes, bananas, bananas with peanut butter, everything”.

Analysis:

The utterance above provides the self-repair strategies used by Patrick at the same turn by using recycling because he repeated the syllabic word in his utterance. In this case, it is categorized in two-word recycling because he repeated two words “*I’m*” twice before continuing her utterance. It means that the utterance still not ready to produce. After repeating his phrase “*I’m*”, he produced the next utterance what he wanted to say.

Datum 3

The conversation occurred in the episode “Clinton’s Banana Cream Pie Recipe” which was aired on 30th March 2018. In this section, Patrick told his experience about his love with banana when he got a big banana pie as a gift from his film.

Patrick: “That’s where I’m going right after this show as a warp gift from this film. They gave me a big banana pie, probably twice the size of this to

see if I could eat it all in one sitting and I did. *Yeah, I was a swimmer. I was a swimmer* for the film, so I got to just eat whatever I wanted”.

Analysis:

The utterance of datum 3 above was done by Patrick as self-repair strategies using recycling because the speaker repeated the previous utterance in his utterance. In the previous statement, he told about his experience during making his film. He got a big banana pie and he could eat it all in one sitting. Multi-word recycling appeared when he uttered his sentence, “*Yeah, I was a swimmer. I was a swimmer*”. In this case, the use of multi-syllabic recycling presents an outside distraction. It showed that he got problem to produce the complete next utterance. However, after he repeated his prior talk he then produced the next utterance.

Datum 4

The conversation is from in the episode “Monster Cookies by Elizabeth Chambers-Hammer” which was published on 18 May 2018. In this section, she shared her recipe for delicious food “monster cookies”.

Elizabeth: “I feel like sometimes when people hear of corn syrup they’re not very excited about that. But it’s just the *tiniest tiniest* amount”.

Analysis:

The utterance above provides the self-repair strategies used by Elizabeth at the same turn by using recycling because she repeated the syllabic word in her utterance. In this case, it is categorized in one-word recycling because she repeated the word “*tiniest*” twice before continuing her utterance. It means that the

utterance still not ready to produce. After repeating her word “*tiniest*”, she produced the next utterance what she wanted to say.

Datum 5

The conversation is from the episode “Monster Cookies by Elizabeth Chambers-Hammer” which was published on 18 May 2018. In this section, she shared her recipe for delicious food “monster cookies”.

E: “...and then we’re gonna use our peanut butter. *You can use* (.) **you can use** crunchy or smooth”.

Analysis:

The utterance of datum 3 above was done by Elizabeth as self-repair strategies using recycling because the speaker repeated the previous utterance in her utterance. In this case, Elizabeth explained about peanut butter as one of the ingredients which can be used for making cookies. Multi-word recycling appeared when she uttered his sentence, “*you can use*”. In this case, the use of multi-syllabic recycling presents an outside distraction. It showed that she got problem to produce the complete next utterance. However, after she repeated her prior talk she then produced the next utterance.

Datum 6

The conversation is from the episode “Monster Cookies by Elizabeth Chambers-Hammer” which was published on 18 May 2018. In this section, she shared her recipe for delicious food “monster cookies”.

E: “So you put all this in. and then you have all these mixings. *And then* (.) **and then** this is really fun, too. It’s great activity for kids”.

Analysis:

The utterance above provides the self-repair strategies used by Elizabeth at the same turn by using recycling because she repeated the syllabic word in her utterance. In this case, it is categorized in two-word recycling because she repeated two words “*and then*” twice before continuing her utterance. It means that the utterance still not ready to produce. After repeating her phrase “*and then*”, she produced the next utterance what she wanted to say.

Datum 7

The conversation occurred in the episode “**Creamed Corn Recipe from KandiBuruss**” which was aired on 22 February 2018. In this section, Clinton and KandiBurruss were cooking a feel-good favorite - Creamed Corn.

Kandi B: “..so, with these (.) the first thing you started **with, with** creamed corn is bacon”.

Analysis:

The utterance of datum 7 above provides the self-repair strategies used by Kandi at the same turn by using recycling strategy. Recycling strategy appeared when the speaker repeated a word “*with*” in the end of her talk. She repeated this utterance twice and it indicates she needed to gain more time to produce the next utterance. After she repeated her word “*with*”, she produced the next utterance what she wanted to say.

2.4 Deleting

This strategy indicates the speaker deletes one or more the previous elements that have been produced.

Datum 1

The conversation occurred in the episode “Amanda Freytag’s Turkey Chili Nachos Recipe” which was published on 27th March 2018. In this section, they were cooking a food “mouthwatering”. Here, Amanda intended to make that food from Freytag’s Turkey Chili Nachos recipe. She was asking to the hosts to help her and follow her instructions.

Amanda: “Now it looks like beef. And you can smell that. And **it’s just (.) it’s amazing**. Now, this is probably a little controversial that I have beans in my chili”.

Analysis:

The utterances of datum 1 above shows the repair done by Amanda herself. It contains the deleting repair strategies because she deleted one element of the previous utterance. In this section, Amanda mentioned “*it’s just*” in her previous talk and followed by pausing his talk. It means that she needed a little bit more time to produce the next lexical item. Then, she repaired her previous talk by deleting one element “*just*” is changed to “*it’s amazing*”. Here, she produced the next item “*it’s amazing*” which showed she wanted to emphasize the sentence meaning she wanted to say.

Datum 2

The conversation is from in the episode “Amanda Freytag’s Turkey Chili Nachos Recipe” which was published on 27th March 2018. In this section, Amanda gave the information about how to make guacamole easily.

Amanda: “..And **it’s just like (.) it’s another thing** that I want to encourage home cooks to make. It’s not that hard to make guacamole”.

Analysis:

The utterance of the data above also indicates deleting repair strategies used by Amanda as the guest in The Chew talk show. Deleting repair strategy appeared when Amanda deleted the partial element of her previous talk at the same turn. In this case, Amanda uttered “*it’s just like*” in her previous talk. Before she repaired her talk, she used cuts off required a little bit more time to look for it. She then engaged in a deleting repair when she restated her utterance. In this case, the utterance “*just like*” is deleted and changed to “*it’s another thing....*” and followed by the next utterance she wanted to say.

3.2 Discussion

After analyzing the data in the previous findings, in this discussion, the writer discusses about the research problem as mention before in Chapter I. In strategies of self-repair, the writer found five types of repair strategies used by the hosts and guests in The Chew talk show, such as searching, inserting, recycling, replacing, and deleting strategies. In this study, the writer studied the strategies of self-repair between the hosts and guests. For the utterances used by the hosts, the writer mostly found searching as repair strategies. For example, when Michael gave the family’s recipe for making noodles with cabbage. Searching strategies appears when he produced, “*...this is a dish that my—you know—my dad —my mom did the majority of the cooking in the house*”. Here, the uses of searching as self-repair strategies indicate the speaker had difficulty to search the utterance he wanted to say. In addition, this searching strategy used by the speaker often followed by hesitation or pauses. On the other hand, the writer mostly found recycling as self-repair strategies for the utterances used by the guests. For

example, when Patrick told about his experience when he got big banana pie as a gift. Recycling repair strategies appeared when he repeated his sentence, “*Yeah, I was a swimmer. I was a swimmer*”. Here, the use of recycling strategy usually indicates the speaker presents outside of distraction.

The finding of this study is related to the previous study by Sulistiani (2014) and Quan and Zheng (2012). They stated that the use of recycling and searching repair strategies is mostly found when the speakers produce the utterance spontaneously in the conversation and it occurs naturally. This strategy can contribute to repair the utterance to give little a bit more time for the speakers to complete the conversation, including selecting the appropriate words, planning what to say or restarting a false-started the utterance.

The writer also found 8 data that indicate inserting as repair strategies made by the hosts and guests (three data used by the hosts and five data was produced by the guests). Inserting repair strategies appeared when the speaker inserts new element in the utterance. For example, when Crissy as the guest produced, “*We have our pinches together, **best friend** pinches.*”. Here, the use of inserting shows that the speaker makes specific or makes clearly the utterance produced on the previous talk.

The writer found 2 data of replacing strategies produced by the hosts and in The Chew talk show (two data of replacing only was produced by the hosts). For example, when Carla explained the recipe to make sandwich and said, “*So, I **have I put** a plate down here*”. Hence, the use of replacing repair strategies occurred because the speaker substituted the word “*have*” and it was replaced by

word “*put*”. It indicates the speaker was aware of the use inappropriate word that can make misunderstanding of the recipient.

The writer finds two data of deleting strategies which was only produced by the guests in The Chew talk show. For example, when Amanda gave her instruction and asked to the hosts to help her “And **it’s just—it’s amazing..**”. Hence, deleting strategies were used to modify or to obviate the prior talk.

Aborting as one of the strategies of repair is not found in this study. Aborting repairs is less common used for the utterance because this type frequently occurred when the speaker did not know vocabulary item to mention what the utterance he wanted to say. For example, in learning activity, the student used this strategy because the limited of their vocabulary. When they did not know how to utter their utterance, they often abandoned their utterance in another way.

After analyzing 42 data, the writer concludes that there are two types of self-repair strategies mostly produced by the hosts and guests. The utterances produced by the hosts mostly used searching as repair strategies. It indicates that the speaker wants to make clearly of the previous talk. While the guests often used recycling as repair strategies in their utterance. The utterances produced by guests show all the types of recycling; one-word, two-word, and multi-word recycling. It indicates that the speaker needed to gain more time to produce the next utterance.

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion of the findings and discussion the and suggestion for the next researcher.

4.1 Conclusion

Based on the findings and the discussion of this study, it can be concluded that the data of this study analyzed the strategies of self-repair used by the hosts and guests in The Chew talk show based on Schegloff's theory.

In this study, the writer classified the differences of the strategies of self-repair between the hosts and guests. For the strategies of self-repair produced by the hosts, the writer found four types of self-repair strategies. They are searching, inserting (specifying inserting) , replacing and recycling strategies. On the other side, the writer found five types of self-repair strategies made by the guests. They are searching, inserting (specifying and intensifying inserting), recycling, replacing and deleting strategies.

In addition, there are two strategies of self-repair which mostly used by the hosts and guests; searching and recycling strategies. This result also happened in most of previous studies. Searching strategies indicates the speaker was aware of misunderstanding of the hearer. While recycling strategies is often used by the guests indicates the speaker get confuse and need a little bit more time to produce the next utterance.

4.2 Suggestion

The result of this study hopefully can give benefit for the readers, such as the students of English Department Letters, lectures, especially for the next researcher who are interested

in analyzing strategies of repair. Meanwhile, after doing analysis, the writer suggests for the next researcher to study about another type of repair itself. Based on Schegloff's theory there are two types of repair; self-repair and other-repair. Because of this study only focused about self-repair, the next researcher can investigate other-repair and what are the strategies of other-repair itself.

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CURRICULUM VITAE

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Appendixes

Classification Data of Self-Repair Strategies

1. Self-Repair Strategies Used by Hosts

1.1 Searching

No	Data
1	Michael: "I even like to take (2) like if you have a (.) a wood burning grill, or run your oven really hot, take quarters of cabbage and roast them till they are a deep, deep brown".
2	Michael: "I think a lot of it is, Clinton (.) is when I was growing up, your parents (2) they had to feed us. We had dinner at the house everyday"
3	Michael: "some-none of them were super fancy, but some of them were more affordable uh I mean easier to make than others".
4	Michael: "So, you guys this is a dish that my (3) you know (.) my dad (.) my mom did the majority of the cooking in the house, but my dad had a couple dishes that he made very well. And this is a very kind of Eastern European style pasta that goes a long way for a little money".
5	Carla: "It is such uhmm such the definition of relaxing that you can't even remember what you're going to be making".
6	Carla: "That's how (2) it's like a bath. You know how we started talking about the bubble bath"
7	Michael: do you guys aaaaa: ((looking for spoon) I will use a spoon
8	Michael: now, For the sauce we take (2) the sauce is like a bonus. I just eat these things straight.
9	Carla: and then Michael, if you'll give me some of that mixture. About you know , a quarter cup.
10	Carla: So Clinton, I'm going to have you over here. We have ehm: some sausage that we have taken out of the casing and we browned. It's like being on (.) just like a regular sausage.
11	Carla: alright, so uhm here, Michael we have the cold mixture. And I'm going to aaaa:ddd some shredded mozzarella cheese. Like the one in, like, the package.
12	Carla: you have egg whites because (.) if you (.) the water and oil, well that doesn't mix.

1.2 Inserting

1	Carla: “When you think about it, it is kind of like a Philly cheesesteak. You think about a Philly cheesesteak, but with a burger. So I am going to get started putting some burgers on, putting my onions on. Michael if you could chop some pickled jalapenos and just some pickles, some dill pickles ”.
2	Michael: “Yeah, so we take the cobs, we take all the cobs. I take an onion, garlic, bay leaf and coriander, let it simmer for about an hour and you have this incredibly flavorful corn stock”
3	Carla: ... then I have my wrapper (.) My rice wrapper.

1.3 Recycling

1	Michael: the other thing that we always have in my house is an unusual hhhh an unusual amount of these packets. ((shows and gives it to Clinton))
2	Carla: I roll it, and then you want to (.) you want to sort of wait for a little bit because these will get soft,
3	Carla: All right, so here, pour that, pour that stock. We’re gonna pour that over the stove so it doesn’t splatter on us.
4	Michael: But the key there as you guys saw was the first thing that we did, the first thing that we did was we got that caramelize. So at this point my dad would do two things, check it for seasoning (check) needs a little more salt and a little more pepper. He would either finish with a little butter or he would also sometimes finish it with a little sour cream.

1.4 Replacing

1	Carla: So, I really wanted to make something where <i>it’s not meat</i> is not the main dish , but I’m doing a vegan pecan pie.
2	Carla: now, for the spring roll portion. So, <i>I put</i> I have a plate down here. I put it on towel

2. Self-Repair Strategies Used by Guests

2.1 Searching

1	Amanda: “Yeah, it’s <i>not sweet</i> (2) It’s unsweetened cocoa powder and that goes in”.
2	Laura: “Here <i>we have your</i> (2) we have a boneless pork shoulder so basically I tried testing this two ways. By cutting the pork shoulder into smaller pieces such as here

	or leaving it whole. So what I found is if you want to save an extra 20 to 30 minutes in this recipe, cut it into four pieces”.
3	E: so I grew up making these monster cookies. <i>my mom</i> (2) I mean I think literally (.) as long (.) young as I can remember.
4	K: well, for what I normally (.) do (.) now you know I never really have like a set amount
5	K: basically, I get, umm: you know, you shave your corn off, you put it in here.
6	E: we have umm our butter, our sugars, we have umm arrr: our baking soda.

2.2 Inserting

1	Crissy: “We have our <i>pinches together</i> , best friend pinches”.
2	Amanda: “And you’re a chef and you walk up to the judges, you’ve already judged yourself. You already know everything you did wrong. <i>I don’t have to</i> (.) I don’t really have to nail that down. That’s already out there. So I just want them to do well”.
3	E: so we start with our unsalted butter. And I do two brown sugars. I do a light and a dark. And umm I like to use the very <i>refined sugar</i> , the really refine granulated sugar ,
4	T: I can give you four, but I ease them <i>towards the door</i> . Shuffle towards the door.
5	T: I’ve got <i>tofu</i> in here, silken tofu . Not the farm tofu. Silken tofu.

2.3 Recycling

1	Elizabeth: I feel like sometimes when people hear of corn syrup they’re not very excited about that. But it’s just the <i>tiniest</i> of that. Tiniest amount.
2	E: and then we’re gonna our peanut butter. <i>You can use</i> (.) I use crunchy. You can use crunchy or smooth.
3	T: So you put all this in. and then you have all these mixings. <i>And then</i> you (.) and then this is really fun, too. It’s great activity for kids.
4	Kandi B: so, with these (.) the first thing you started with, with creamed corn is bacon.

5	Patrick: I'm.. I'm obsessed with bananas. I love banana cream pie, banana bread, banana pancakes, bananas-bananas with peanut butter, everything
6	Patrick: I'm.. I'm obsessed with bananas. I love banana cream pie, banana bread, banana pancakes, bananas-bananas with peanut butter, everything
7	Patrick: That's where I'm going right after this show as a warp gift from this film. They gave me a big banana pie, probably twice the size of this to see if I could eat it all in one sitting and I did. <i>Yeah, I was a swimmer. I was a swimmer</i> for the film, so I got to just eat whatever I wanted.

2.4 Deleting

1	Amanda: “Now it looks like beef. And you can smell that. And <i>it's just (.)</i> it's amazing . Now, this is probably a little controversial that I have beans in my chili”.
2	Amanda: “And <i>it's just like (.)</i> it's another thing that I want to encourage home cooks to make. It's not that hard to make guacamole”.

The Transcription symbols used here to transcribe the utterance were developed by Gail Jefferson (Liddicoat, 2007)

- (.) A dot in brackets indicates a pauses in the talk of less than two-tenths of a second
- (5) the number in the brackets indicates a time gap in tenths of a second
- , indicates a gap between utterances which is too short to time; more like a very short pause
- : Prolongation of immediately prior sound
- Hhh** Outbreath