



Repair as Strategy of English-Speaking Skill in Muhammadiyah Primary School

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Abstract. The study aims to determine the kinds of strategies used by teacher to students in classroom and to determine the most frequent repair strategies used by teacher to students and to determine the intentions inside of repair in classroom interaction between teachers to student. The researcher uses the descriptive qualitative method. The object of this study is the repair strategy analysis expressed by the teacher and the students in English speaking class in Muhammadiyah Primary School Baturan Surakarta. The data are taken from utterances of teachers and students containing repair in classroom, especially in English Speaking Class. The technique in collecting data of this research is observation and documentation. The techniques in analyzing data used data collection, data reduction, presentation, and verification. The most frequent repair strategies used by teacher to students is Self-Initiated Self Repair. The intentions inside of repair in classroom interaction between teachers to student are to add information, to restate, to rectify, to confirm, to get a further explanation, to resolve the problem.

Keywords: Other-Initiated · Repair · Self-Initiated · Speaking · Strategy

1 Introduction

The year 2020 is a tough year for all of humanity. All aspects of life are suddenly demanded and required to change because of the pandemic that has hit all countries in the world. This pandemic has forced everyone to avoid physical contact with each other as much as possible in order to maintain each other's health, safety, and life together.

The contentious assessment of conventional Second Language Acquisition from a Conversation Analysis (CA) viewpoint by Firth and Wagner (1997) [1] in the Modern Language Journal elicited a wide range of responses, both sympathetic and antagonistic. Since then, there has been a surge in interest in second-language speakers' conversations, with some of it focusing on classrooms.

The structures, resources, and practices of everyday dialogue are understood as being modified for institutional discourse in these [2]. Seedhouse (2004) believes that the organization of classroom interaction, particularly turn-taking and sequencing, differs depending on the educational goal, and he also addresses the specific organizational structures of repair in various classroom situations [3].

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In terms of basic organization, research into classroom repair reveals that it is similar to conversational repair, particularly for same-turn self-repair [4]. As a result, some studies have emphasized the difference between repair and correction in the classroom, claiming that the distribution of types of repairs in the classroom, both in terms of frequency and who does the repairs, varies from normal discussion [4].

Language is the most important tool in classroom interaction [5] as it serves various roles (communicative, educational, aesthetic, cognitive, etc.) A conversational turn may include a quick, or a longer, repetition, re-saying, or recycling of a portion of the utterance. Beside of this the transition process of turn taking need tend to occur quickly, therefore there are some failures and need to revise namely repair.

As first defined by Schegloff, Jefferson and Sacks (1974), repair takes a role as an action of correction of speaking's trouble such as misarticulating, wrong word, malapropism, and misunderstanding of hearer among others [6]. As a verbal and logical process, gaining information is the main objective of turn-taking process [7]. Schegloff et al. (1977) assumed that the Speaker could serve a chance of current speaker to revise the speaking's trouble by self-repair [6].

Evidently, there are so many phenomena inside conversation to gain the information not only to take a floor and resolve trouble of speaking in gaining information. Repair is the process by which a speaker recognizes a speech issue and fixes it by repeating what was said, according to conversation analysis. Speech repair is also known as conversational repair, self-repair, linguistic repair, reparation, false start, accommodation, and restart.

Repairs are defined as 'self-repair' (corrections, etc.) and 'other-repair' (made by their interlocutors); 'self-initiated' (made by a speaker without inquiring or urging) and 'other-initiated' (made by their interlocutors) (made in response to querying or prompting) [8]. So that's why this analysis process needs to be studied in line with repair inside turn-taking.

The study of repair had been conducted by previous research such as Rheisa (2014)'s study about repair by conversational analysis approach in *Operah Winfrey Show* [9]. Al Harahsheh (2015) conducted study about self-initiated repair in *Jordanian Spoken Arabic* [10]. Kendrick (2015) conducted study about turn-taking and repair [11] and also investigate the timing of other-initiation repair. Hidayah (2015) conducted study to analyse repair on utterances in *Magic of Belle Isle Movie Manuscript* [12].

Angraini (2017) conducted turn-taking study in talk show program on TV about Ahok (Basuki Tjahaja Poernama) controversy [13]. Earnshaw (2017) about face-to-face conversations in the *Online Synchronous Course* [14]. By using a conversation analysis approach, the researcher aims to find out the pattern of turn-taking strategies and repair circuits. Wisrance (2017) investigates the third semester students of Widya Mandira catholic university Kupang's English study program's self-initiation self-repair in speaking class [15].

Yusri (2019) conducts a study the roles of overlapping in the discourse between the host and Garry Neville during a lengthy highlight of the English Premier League [16]. Emrani (2019) conducted study to analyse self-initiated self-repair in advanced Iranian EFL learners [17]. Hoa and Hanh (2019) conducted study about repair strategies in Teaching English interaction skill to B2 level learners [18]. Manan (2019) conducted

study about repair strategies in Incredibles 2 Movie [19]. Tetnowski (2021) about Patterns of Conversation Trouble Source and Repair as Indices of Improved Conversation in Aphasia [20].

Based on the reference of the problem statement, this study aims: (1) to Determine the kinds of strategies used by teacher to students in classroom and to determine the most frequent repair strategies used by teacher to students; (2) to Determine the intentions inside of repair in classroom interaction between teachers to student.

2 Method

The researcher uses the descriptive qualitative method. The qualitative method is a systematic way to explore the situations and experiences to be meaningful. Operationally, the goal of this study is to improve students' initiation in their speaking abilities at SD Muhammadiyah PK Baturan by using a spoken vocabulary in repair strategy.

The data are taken from utterances of teachers and students containing repair in classroom, especially in English Speaking Class. The data sources in this paper use the form of words and action which are taken from activities, informants, and behaviours [21, 22].

The technique in collecting data of this research is observation and documentation. Sutrisno (2004) contends that observation is a multifaceted process made up of a variety of biological and psychological functions [23]. A method used in qualitative research is observation.

After conducting the observation, the researcher took a documentation in the classroom. The data was taken in the form of video and photos during English Speaking class session. The researcher transcribed the expressions or data then selecting the expression which contain repair. Then, the researcher classified the types of repair and categorizes the intentions of repair.

3 Results

The results of this study will be divided into two points, there are kinds of repair and repair intentions.

Tabel 1. Kinds of Repair

Kinds of repair	Sum	%
Self-initiated self-repair	10	18.9%
Self-initiated other-repair	24	45.3%
Other-Initiated Self-Repair	15	28.3%
Other-Initiated Other-Repaire	4	7.54%

Tabel 2. Repair Intentions

Kinds of repair	Intentions
Self-initiated self-repair	1. To add the information of earlier statement 2. To rephrase what was previously spoken 3. To correct messaging errors
Self-initiated other-repair	To verify a point that the speaker is uncertain about but has previously known
Other-Initiated Self-Repair	a. To obtain a more thorough justification for the unclear statement b. To learn more about the cause of the issue
KINDS OF REPAIR	INTENTIONS
Other-Initiated Other-Repair	To address or solve the issue that the speaker is causing while also providing the right response

3.1 Kinds of Repair

Findings show that there are kinds of repair as it is described in the Table 1 below:

Research findings show that there are 49 data of repair strategy. There are 10 data (18.9%) of Self-Initiated Self Repair, 24 data (45.3%) of Self-Initiated Other Repair, 15 data (28.3%) of Other-Initiated Self Repair, and 4 data (7.54%) of Other-Initiated Other Repair. The most dominant repair strategy is Self-Initiated Other Repair.

3.2 Repair Intentions

Findings show that there are intentions of repair as it is described in the Table 2.

Findings show that the intention of the use of Self-Initiated Self Repair are: To add the information of earlier statement, to rephrase what was previously spoken, and to correct messaging errors. The intention of the use of Self-Initiated Other Repair is to verify a point that the speaker is uncertain about but has previously known. The intention of the use of Other-Initiated Self Repair are to obtain a more thorough justification for the unclear statement and to learn more about the cause of the issue. The intention of the use of Other-Initiated Other Repair is to address or solve the issue that the speaker is causing while also providing the right response.

4 Discussion

4.1 Kinds of Repair

The most dominant repair strategy is Self-Initiated Other Repair. When this kind is used in dialogue, it shows that the participants are aware of their own errors. As a result, individuals initiate and carry out their own self-initiated repair of their own problem cause. This study supports with studies by Zaferanieh (2017) [24] and Meredith and Stokoe (2018) for its claim that SISR appears as the most applied in English teaching [25]. Nevertheless, it contradicts Schonfeldt and Golato [26], Sato [27], Kendrick's [28] study about the use of SISR and other-initiation in conversation.

The finding is in line with a study by Trisanti [29] which investigated the effects of oral performance self-repair. The results showed that Self-Initiated Other-Repair (SIOR), where students gave assistance to one another to rectify the mistakes made by classmates, dominated the dialogue.

Aleksius and Saukah [30] examined how Other-Initiated Repair (OIR) techniques were used to address the understanding issue in learners' discussion as well as the different types of problems that led to the use of OIR tactics. The findings indicated that learners successfully used eight different repair techniques, including unspecified repair, interrogative repair, partial repeat repair plus a question word, partial repeat repair, understanding check repair, request for repetition, request for definition, and correction repair.

5 Repair Intentions

The finding is in line with research by Tiara [31] stated that the Calterone 33 participants often take the initiative to correct others' errors that were caused by misunderstandings of the subject. In order to learn the cause of the issue, they employ other-initiation.

The finding is also in line with research by Canonio, Nonato, and Manuel which examined the repair strategies employed in spoken speech in both casual and professional conversations [32]. The results demonstrated that self-initiated self-repair was often utilized in both casual and formal discourse. Condon and Cech (1996), as mentioned in Zaferanieh (2017), claimed that those kinds of interactions also contain the key components of conversation analysis, such as turn-taking and repair [24].

The majority of earlier works analyze conversational repair strategies in many sectors. For instance, Ohtake, Yanagihara, Nakaya, Takahashi, Sato, and Tanaka who study classroom interaction [33] and Ohtake, Wehmeyer, Nakaya, Takahashi, and Yanagihara [34] included the investigation of repair strategies adopted by kids with autism; Wongkhat [35] who analysed repair in radio hosting; Rheisa and Rahayu [36] who analysed talk show as the object of analysis; Dincer and Erbas who investigated repair behaviour used by nonverbal student with developmental disabilities [37]; and Sato [27] and Al-Harashah [10] with their study of repair to language learners.

Most of the previous studies in repair strategies focus on spoken interaction [24–26], meanwhile studies of repair strategies on English teaching learning in the classroom field have rarely been conducted.

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