

# CHAPTER I

## INTRODUCTION

### A. Background of Study

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) 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. While both language and nonlanguage classrooms appear to share a number of core structures and practices of classroom interaction, there appear to be some differences. In conventional teacher-fronted classrooms, previous research focused on the institutional character of turn-taking and sequencing. The structures, resources, and practices of everyday dialogue are understood as being modified for institutional discourse in these (Drew & Heritage, 1992a ). Turn-taking (teacher dominates next speaker selection, students have limited rights for next speaker selection), sequence organization (teacher produces first-pair parts and has special rights to speak in third position, students predominantly produce second-pair parts), and repair appear to have underlying normative practices (teachers dominate other initiations of repair, typically following a student answer to their question). 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.

In terms of basic organization, research into classroom repair reveals that it is similar to conversational repair, particularly for same-turn self-repair (Sidnell, 2013: 229). 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 (Sidnell, 2013: 255). However, the process of interaction in line with repair is seldom realized by the interlocutors in interaction due to initiatives to express ideas eagerly without waiting for the speaker to pause. Language is the most important tool in classroom interaction (Wellington & Osborne, 2001: 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. Almost any extensive and accurate record of natural speech will provide examples of their occurrence. 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. As a verbal and logical process, gaining information is the main objective of turn-taking process (Coulthard, M., & Brazil, 2013: 77). Schegloff et al. (1977) assumed that the Speaker could serve a chance of current speaker to revise the speaking's trouble by self-repair.

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, in conversation analysis, is the process by which a speaker acknowledges a speech problem and corrects it by repeating what was said. Speech repair, conversational repair, self-repair, linguistic repair, reparation, false start, accommodation, and restart are all terms used to describe speech repair.

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) (Matthews, 1997: 22). 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*. Al Harahsheh (2015) conducted study about self-initiated repair in Jordanian Spoken Arabic. Kendrick (2015) conducted study about turn-taking and repair and also investigate the timing of other-initiation repair. Hidayah (2015) conducted study to analyze repair on utterances in *Magic of Belle Isle Movie Manuscript*. Anggraini (2017) conducted turn-taking study in talk show program on TV about Ahok (Basuki Tjahaja Poernama) controversy. Earnshaw (2017) about face-to-face conversations in the Online Synchronous Course. 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. 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. Emrani (2019) conducted study to analyze self-initiated self-repair in advanced Iranian EFL learners. Hoa and Hanh (2019) conducted study about repair strategies in Teaching English interaction skill to B2 level learners. Manan (2019) conducted study about repair strategies in *Incredibles 2 Movie*. Tetnowski (2021) about Patterns of Conversation Trouble Source and Repair as Indices of Improved Conversation in Aphasia.

There is a distinction between this study and the preceding one. The distinction is in the study object and data source that is studied. The preceding study looked at the conversation's implicature, kind, situational context, and conversational arrangement. The discussion is the common thread throughout

this study. Through observation, transcribing, and document analysis, this study uses identical methods and techniques.

### **B. Problem Statement**

To determine the main issues in this study, the problem can be formulated as follows:

1. What are the kinds of repair strategies used by teacher-student and student-student and the most frequent repair strategies used by teacher to students?
2. What are the intentions inside of repair in classroom interaction between teachers to student?

### **C. Objective of the Study**

Based on the reference of the problem statement, this study aims:

1. Determine the kinds of strategies used by teacher-student and student-student in classroom and to determine the most frequent repair strategies used by teacher to students.
2. Determine the intentions inside of repair in classroom interaction between teachers to student.

### **D. Benefit of the Study**

The benefits of the study are supposed to show both theoretical and practical benefits. Those are:

#### **1. Theoretical Benefit**

The results of the study are supposed to fulfil the knowledge especially in linguistic and to understand the types of repair and its varieties and also can be implemented into daily communication.

#### **2. Practical Benefit**

This research is expected to be beneficial for English teacher and the next future researchers.

- a. For English Teacher, this research is expected to participate in developing speaking skill process in class session by implementing the types of repair.
- b. For Future Researchers, this research is expected to be a reference for the next research relating repair types.