

The Use of Classroom Repair in English Learning Classroom of UMS Students

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Abstract

Purpose: The aim of this study is to identify the kinds of classroom repair in English learning classes of Universitas Muhammadiyah Surakarta (UMS) students.

Methodology: This study uses a descriptive qualitative method. Data were collected from teacher and students' utterances during classroom interactions. The techniques used include observation, voice recording, and note-taking. The analysis referred to Liddicoat's (2007) theory of four types of repairs in conversation.

Results: The results show that three types of classroom repair were found: (1) self-initiated self-repair, (2) other-initiated self-repair, and (3) other-initiated other-repair. The second type of Liddicoat's model, self-initiated other-repair, was not observed in the data.

Applications/Originality/Value: This research contributes to the educational field by providing insights into how repair strategies are used in English as a foreign language learning contexts. It emphasizes the importance of understanding conversational repair to enhance communication between teachers and students during the learning process.

Introduction Section

As a social creature, human is inseparable to interact with another. An interaction can be done through oral or in written. In communication, language serves as sym-bolic and interactive function that allows people to express thoughts, ideas, objects, and many more [1]. Language helps people not only to interact with other, but also give a command, direction, ask for permission, ask for help, and so on.

Language has a set of rules so that it makes the communication united. If people are out of rules, a communication error, such as grammatical error or hard to recognize the meaning, might be occurred [2]. The act to solve this problem can be referred to repair. Repair refers to the correction of speaker's error in communication by repeating appropriate phrase or expression so that the communication can be more understandable [3]. The operations of repair consist of ten be it by replacing, inserting, deleting, searching, parenthesizing, aborting, sequence-jumping, recycling, reformatting, and reordering [4].

Repair involved conversation skills such as speaking, hearing, and understanding. Therefore, it mentioned that repair explains the way participants deal with their trouble in those three skills [5]. Repair can be occurred in all aspects of life, in this case is educational aspect. In teaching-learning process, repair often happen in the interaction between teacher/lecturer with students or students with students. However, various factors can affect the people or students to initiate the repair, such as slip of tongue, students' lack of knowledge or vocabulary, students' confusion, and different culture [5], [6], [7], [8], [9]. Based on who initiates the repair and who re-solves it, Liddicoat divided repair into three namely self-initiated self-repair (SISR), self-initiated other-repair (SIOR), other-initiated self-repair (OISR), and other-initiated other-repair (OIOR) [10].

This study of repair used the English students of University of Muhammadiyah Surakarta (UMS) as the subject of the study, precisely the English students in their 5th and 7th semester. The researcher chose those students because they have already received English skills subject, especially listening and speaking, so that they can manage the conversation involving repair in the classroom learning.

A number of studies has investigated the topic about repair interaction and the trouble faced in classroom [11]. It examined the trouble source of repair strategies and investigated the repair positions in the Iraqi university viva discussion. The result shows that pronunciation was the major trouble sources that students faced and same turn repair was the highest frequency of repair position. Another research nar-rated repair conversations' types in EFL classroom, reveal the error, and investigate the problem faced by the students [12]. There are three findings related to the aimed of this study. First, the most used types of repairs were other-initiated other-repair. Second, there was also didactic repair found in this study. Third, the problem of understanding was the most common problem students faced. Another research was also conducted

in English speaking course and examined the utilization of other-initiated self-repair used by adult learners [2]. The findings indicate that the adult learner can deal with repair once the trouble is initiated by other adult learner or teacher with specific strategies. In addition, a study investigated the forms of repair strategies applied by students in EFL classroom activity [13]. The result depicted that there are three forms of repair occurred in the classroom, namely self-initiated self-repair, self-initiated other-repair, and other-initiated self-repair.

Still related in classroom repair, study examined the types and function of re-pair strategies in English literature lecturer with Rido's conceptual framework [14]. The result shows that the four types of repair strategies were applied, such as exam-ining and correcting the error, asking students to do self-repair, investigating the error then ask other students to correct it, and repeating student's responses with changes. Besides that, another study compared the repair strategies used by EFL university classroom in Indonesia, Algeria and Iran and investigated the operation types used in online learning process during the COVID-19 pandemic [15]. The find-ings show that the most strategy used was self-initiated self-repair and inserting became the most applied operation types in self-initiated repair. The additional study also examined the repair interaction in classroom between peer and university students in an EMI (English as a Medium of Instruction) marketing course through topic discussion and stimulations [16]. The finding indicated that both of task types plays an important role in learning opportunities for students when they are involved in peer interactions. Another study also explored the types of repairs listening inter-action in textbook and the differences with other types of interactions [17]. By ana-lysing with Schegloff theory, it indicated that in listening materials, repair practices were rarely used, with other-initiated self-repair was the most common type of re-pair work [18].

Moreover, another study investigated the way repair in daily conversation be-tween adult and child can lead the language acquisition by children [19]. The finding showed self-initiated and other initiated repairs help children refine their under-standing of language forms and usage as they learn through conversational exchang-es. Additional study also examined the use of self-repair strategies in a real commu-nication, precisely in job interview [20]. By using Schegloff theory, the self-repair was categorized into replacing, inserting, deleting and aborting, while replacing was the most used strategies in self-repair. Furthermore, another study focused on the use of the English-language particle "you know" in conversational repairs, particu-larly its role in dealing with speech production and understanding difficulties [21]. The study shows that "you know" functions as an adjunct to repair, helping speakers manage minor problems in communication without fully engaging in a formal repair process.

Methodology

Research Type and Data

This study used the qualitative method because it is only describing the use of language identified as repair. The study of repair in this occasion uses the approach Conversation Analysis (CA). The object of this study is the teacher and students' use of repair during the classroom session. The researcher use repair as the data and the data sources are obtained from teaching-learning activities in the classroom. The respondents from which the data were taken are two teachers and 50 students from the two classes.

Technique of Collecting and Analyzing

While teaching and learning process in the classroom, the researcher did observation, voice recording, and note-taking to collect the data. First, observation allowed researcher to focus on the lecturer's explanation and students' responses. The observations were conducted in two English classroom in UMS and lasted approximately 90 minutes in each class. Second, voice recording allowed researcher to capture the interactions between participants. This method also let researcher for accurate transcription of the language used including intonation, no response, and who gave response in conversation analysis. The voice recordings were obtained from smartphone and transcribed to ensure all conversational features. Third, the researcher also used note-taking method as additional tools to support in transcribing the utterances between two participants. Note-taking also help the researcher to transcribe the unheard conversation of lecturer and students.

After the data has been collected, it was analysed by Liddicoat theory of repairs in conversation [10]. The techniques in analysing data of this study were organizing and preparing the data, reading through the data, coding the data, describing the data, and interpreting or discussing the data by Creswell steps of qualitative data analysis [22]. Those analysing technique will be elaborated below:

Organizing and Preparing the Data. The researcher transcribed the conversation from voice-recording and note taking that has been gathered. The researcher also ensure that the transcription is as accurate as possible by capturing the words, hesitation, and other conversational features.

Reading through the Data. The researcher reviewed, re-listened, and re-read the voice recording and transcripts to get sense of what it contains by identifying the important points.

Coding the Data. Coding is the process of organizing, labelling, or tagging sections of the data that relate to the research questions. The researcher marked some utterances made by lecturers and students that involved in types of repairs. Then, the researcher identified the labelled conversation, including the question, clarification, hesitation, no response, and so on based on four types of repair theory [10].

Describing the Data. Description refers to a step to elaborate the meaning of what researcher found, in this case is conversation. The researcher presented or explained the participants and situations therefore it could be understood easily.

Interpreting or Discussing the Data. The researcher compared the data from three different sources of data collection, namely observation, voice recording, and note taking. It helps to ensure that the findings are consistent in evidence from multiple perspectives.

Findings

This research identifies the kinds of classroom repair in English learning community of UMS students. The data, which is the utterances between lecturer and students during teaching-learning activities, were collected through observation, voice-recording, and note-taking. After the data were collected, the researcher identified and categorized into four types of repairs [10]. The result can be seen in the table below:

Table 1. Types of Repairs found in English Classroom Learning of UMS students.

No	Types of Repairs	Frequency	Percentage (%)
1	SISR	50	86%
2	SIOR	0	0%
3	OISR	6	10%
4	OIOR	2	4%

Table 1. indicates that the most used repair strategies were self-initiated self-repair (SISR) with the frequency was 50 out of the 58, which was 86%. Following SISR, OISR or other-initiated self-repair was used 10% or six times and OIOR or other-initiated other-repair with 4% or two times occurred in teaching-learning activities. Meanwhile, there was no self-initiated other-repair (SIOR) occurred during the activities that's why the discussion conducted by the researcher are only Self-Initiated Self-Repair (SISR), Other-Initiated Self-Repair (OISR), and Other-Initiated Other-Repair (OIOR).

Self-Initiated Self Repair

These excerpts below are the data taken from lecturer explanation in teaching-learning process in English classroom at UMS.

Excerpt 1

- (1) L: *kalo sesuatu itu lepas dari konteks, maka itu bukan wilayahnya sociolinguistik, itu wilayahnya semantik. (if something is out of context, it is not the scope of sociolinguistic, it's the scope of semantic)*
- (2) L: *semantik bisa bebas konteks, tapi kalo sociolinguistik itu pembicara pembicaraan terkait konteks (semantic can be free of context, but in sociolinguistic the utterances relate to the context)*

In excerpt 1, the lecturer (L) stands for lecturer who teach in the classroom. It depicts that the lecturer uses self-initiated self-repair in line 2 by repeating and replacing his sentence in line 1 to make the sentence clearer.

Excerpt 2

- (3) L: *can you give us evidence, bisakah memberi satu bukti bahwa setting of time-nya itu mid of 20s century?*

Excerpt 2 indicates the use of self-initiated self-repair by translating the sentences. It also called code-mixing, when the lecturer used two languages at once, in this case are English and Indonesian. It is not a problem made by lecturer. The purpose of using code-mixing is to clarify the statement therefore it will be easier to understand by the hearer, in this case is students.

Excerpt 3

- (4) L: *orang yang bisa 50 kata, apakah dikatakan bisa berbahasa? menguasai bahasa? (People who know 50 words, do they able to speak? Mastering language?)*
- (5) S: *(no answer)*

(6) L: bisa nggak kira-kira? (is it possible or not?)

Excerpt 3 shows that the lecturer (L) asked to the students (S) as shown in line 3. However, the students did not provide any answer in line 5. Therefore, the lecturer repeated the question by changing the sentences himself in line 6 which can be indicated as self-initiated self-repair.

Excerpt 4

(7) L: misalnya kita ingin bisa mengatakan “a feeling of loss is one of the characteristics of love”. Atau “ketakutan kehilangan itu adalah salah satu ciri dari cinta”.

Excerpt 4 indicated that the lecturer translated the utterances from English to Indonesian since most of the students use Indonesian in communicating with others rather than English.

Other-Initiated Self-Repair

The next type of repair occurred in English learning classroom was other-initiated self-repair (OISR). This type can be caused by trouble hearing and confirming statement.

Excerpt 5

(8) L: pilihan bukan? iya, wong kowe iso milih. siapa yang bisa memilih di sini? (Is it choice? Yes, you can choose. Who can choose here? (from dialog in textbook))

(9) S1: ray

(10) L: he? (what?)

(11) S1: ray (louder)

In excerpt 5, there is brief breakdown in communication due to trouble hearing. Line 8 indicates that the lecturer (L) as speaker asked student 1 (S1). In line 9, S1 answered L's question but in a low voice causes trouble hearing. In line 10, the lecturer (L) initiates a repair by asking “he?”, signing that he didn't understand or hear student's (S1) response. S1 then doing self-repairs in line 11 by repeating the answer “ray” in a louder voice. This is an example of OISR (Other-Initiated Self-Repair). The conversation is successfully repaired when S1 adjusts the volume of their speech, allowing L to understand the response.

Excerpt 6

(12) S1: baru satu, temannya masih ada yang (ikut) kelas lain (only one, my friend still attends another class)

(13) L: salah satu (teman)? (One of them?)

(14) S1: iya. yang tiga... (Yes, the other three...)

(15) L: oke, tiga disini? (Okay, three here?)

(16) S1: nggak disini, magang pak (No, they are still doing an internship sir)

(17) L: oh, yang tiga magang, yang satu masih ada kelas yang lain, yang ada cuma 1 orang? (Oh, three people are doing an internship, one person still has another class, so only one in this class?)

(18) S1: iya pak (Yes, sir)

In excerpt 6, the lecturer (L) detects a potential ambiguity and asks for clarification, prompting student (S1) to repair their statement. In line 13, 15, and 17, L asked for clarification by asking S1 to initiate a repair (other-initiated). Then in line 12, 14, 16, and 18, S1 gave clarification and answering by herself (self-repair). This is a common example of other-initiated self-repair, where the listener notices an issue and asks the speaker to clarify. Then, S1 responds by providing more specific information.

Other-Initiated Other-Repair (OIOR)

Excerpt 7

(19) L: oke. kok kamu bisa mengatakan itu, penandanya apa? (Okay, why you said that? What is the sign?)

(20) S1: eee, kata-kata, kalimatnya itu lebih santai kalo yang pertama (Eee, the words, the sentence is more casual for the first dialog)

(21) L: penandanya, penanda itu source sing ketok (The sign, sign is the visible source)

(22) S1: ... (confuse, no answer)

(23) L: kamu kan mengatakan nek informal (You said it is informal)

(24) S1: ya (Yes)

- (25) L: *penandane ndi?* (Where is the sign?)
 (26) S1: *mum?* (unsure, confuse)
 (27) L: *nah penandanya adalah "mum"* (The sign is "mum")
 (28) S1: *mum*

In excerpt 7, the lecturer (L) asked a question to the student 1 (S1). In line 20, S1 answered the question but it seems not on the right track. Then, L kept initiating the repair when S1 answered are vague or incomplete as shown in line 21. Eventually, L provides the correction (*penandanya adalah "mum"*). The student didn't take initiative to repair her own answers and L completes the repair. It shows entirely an OIOR situation.

Excerpt 8

- (29) L: *ray kok bisa milih kenapa?* (Why ray can choose?)
 (30) S2: (answered but in a low voice)
 (31) L: *kupingku ki rodooook loro. nek omong uwek uwek uwek ora krungu, ngomong thas thas gitu lo. ya, kenapa ray? jawabannya apa?* (My ears are kind of hurting, if you mumbling, I can't hear you. Speak clearly. So, why Ray? What's the answer?)
 (32) S3: *perbedaan situasi* (different situation)

Excerpt 8 portrays another example of other-initiated other repair. In this dialogue, student 2 (S2) acts as speaker. S2 did not provide the clear answer because of the low voice. Therefore, the lecturer (L) initiated the repair by asking for clarification in line 31 (other-initiated). Instead of S2 repeating or clarifying the answer, student 3 (S3) provided the correct answer in line 32 (other-repair).

Discussion

This study examines the types of repairs utilized in English classroom activities at Universitas Muhammadiyah Surakarta (UMS), involving lecturers and students as participants. According to the theory, there are four types of repairs: self-initiated self-repair (SISR), self-initiated other-repair (SIOR), other-initiated self-repair (OISR), and other-initiated other-repair (OIOR). The finding depicts that self-initiated self-repair (SISR) was the most often applied type of repair and there is an absence of self-initiated other-repair (SIOR) in English classroom learning. Self-initiated self-repair (SISR) is mostly applied in English language teaching-learning because it allows the educators or teachers to convey understandable words or sentences so that it can be received clearly by the students [23].

The findings underscore that the educators need to promote a supportive learning atmosphere that fosters both self-correction and collaborative repair strategies among students. It can be done by doing forum group discussion or presentation. Those activities may substantially bolster students' confidence and fluency in communicating so that they are able to monitor the error occurred [24]. The used of repair is not merely about repeating, replacing, or refining words. It is more broadly about how to provide words or utterances in an understandable way so that the hearer, in case is student, can receive it easily.

On the contrary, self-initiated other-repair (SIOR) did not occur in this research. These findings contrast with those of research conducted, which revealed that there were no occurrences of other-initiated other-repair (OIOR) identified in that study [13]. Additionally, the absence of self-initiated other-repair (SIOR) raises questions about the social dynamics within the classroom. This phenomenon may suggest a hesitation among students to participate in peer correction, which could be influenced by cultural factors or established classroom norms. This observation sharply contrasts to the study which highlighted the significant role of peer interactions in promoting repair processes [11]. Otherwise, the predominance of self-initiated self-repair suggests that this research aligns with the findings presented by Laila [15]. This similarity indicates a consistent pattern in the participants' ability to independently identify and correct their own errors.

Conclusion

The findings of this study suggest that self-initiated self-repair (SISR) was the most frequent type of repair in English learning classroom of UMS students, consisting 86% of four repair types observed. In the other hand, the lack of self-initiated other-repair (SIOR) increases questions about the role of the students in interacting and seeking clarification with other students and lecturer in classroom activities. This phenomenon highlights the necessity of lecturer to boost students' activeness by creating exciting teaching-learning environment that involved the students to participate and feel comfortable to initiate the repair.

The sample or participants may limit the findings to the educational context. The participants for example can be grouped based on their language proficiency and the activeness and fluency in communicating in English. Additionally,

the specific features of conversation, such as intonation, could be studied further about its relationship with repair strategies. Future research could investigate more precisely about self-initiated other-repair (SIOR) to enhance the students' activeness in classroom activities with variative samples and variables.

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