

Preference of Self-Initiates to Organize Repair in Improving EFL Students' English Comprehension

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Abstract

Purpose: Language acquisition depends a lot on communication, especially on enabling pupils effectively convey knowledge and ideas. With an eye toward both listening and speaking abilities among students, this study aims to identify and elaborate the use of repair in the classroom activity.

Methodology: The study using a descriptive qualitative approach will see how repair techniques and cooperative learning are applied in classroom interactions. The study focuses specifically on 10th grade students at SMA Muhammadiyah 3 Surakarta. This study examined spoken language and how students handle daily interactions. The data will be gathered by means of observation, voice recordings, and expert judgement.

Results: The researcher will further document numerous repair patterns in student interactions to evaluate how they affect understanding improvement. The result shows that self-initiated self-repair was the most used strategy to improve EFL student English comprehension in classroom interactions as much as 47%, followed by other-initiated self-repair (30%), and other-initiated other-repair (23%).

Applications/Originality/Value: The study offers insight into how teachers and students can improve communication and comprehension in English learning environments. In addition, this study also addresses a gap in the literature and provides practical implications for improving EFL Students' understanding using repair strategies.

Introduction Section

Effective communication in the English as a Foreign Language (EFL) classroom is crucial for enhancing students' comprehension and overall language proficiency. In addition, Communicative language teaching involves a framework of principles concerning the purpose of the language instruction, the processes through which students learn a language, the types of classroom activities that most effectively encourage learning, and the roles of teachers and learners in the classroom (Richards, 2006). One significant aspect of this communication is the use of repair strategies, which are techniques employed by teachers and students to address misunderstandings or breakdowns in conversation. These strategies not only facilitate smoother interactions but also play a vital role in fostering a supportive learning environment. With repair we identify strategies used to address problems or difficulties in speaking, hearing, and comprehending communication during conversation (Schegloff, 1997). In the other hand, a repair can be initiated by the person who did the error or faced the problem with their speech or utterance (Self-repair), or it can be initiated by the listener or recipient of the communication (Sa'ad, 2024). Furthermore, according to (REDDY, 2021) the teacher must develop a setting that encourages active participation between students and the teacher to improve the learning environment. This article identifies and elaborates the utilization of repair strategies focusing on how both teachers and students can employ these techniques to enhance understanding and retention of language concepts based on (Liddicoat, 2007) theory namely self-initiated self-repair, self-initiated other-repair, other-initiated self-repair, and other-initiated other-repair. In the other hand, students faced various challenges while learning English in the classroom activity.

Recent studies on repair strategy have significantly facilitated our understanding of communication. The first study conducted by (Bosanquet, 2018) aimed to observe the relationship between assistants and pupils, emphasize the relationship of these interactions to scaffolding as instruction strategy. In addition, the result of the study found that teaching assistants often limited scaffolding by not extended repair sequences. The second study was conducted by (Aleksius, 2021) the result showed repetition, repetition or acknowledgement plus translation, explanation, translation, and repetition or acknowledgement plus expansion were used in classroom conversation. In addition, the result in this study also in line with study conducted by (Rajabi, 2019) the result of this study showed repetition used in classroom conversation. Moreover, repetition works as a beneficial educational strategy for improving oral proficiency among child language learners, especially as far as accuracy and fluency (Révész, 2021).

Furthermore, the study indicates that other-initiated self-repair consist of 30% of the repair strategy, while other-initiated other-repair formed 23%. The rarely application of these strategies enquires into the nature of interactions in

classroom activity. Additionally, the other-initiated repair strategy provides the speakers with effective strategies to address important conversational difficulties in speaking, hearing, and comprehending (Kendrick, 2015). Although, it is crucial for students to seek clarification and support from the teacher and between the student, the rare frequency of other-initiated self-repair and other-initiated other-repair indicate that students may be afraid to ask a question or challenge another student. Moreover, other-initiated strategies which seem delayed yet occur in the following turn can be comprehended through the system of repair organization itself (Schegloff, 2000). In addition, other-initiated self-repair happens when a listener asks the speaker to clarify or correct a remark. Whereas other-initiated other-repair involves the listener seeking clarification and correction from another.

Moreover, there are three kinds of repairs used by teacher and students in the classroom interactions namely self-initiated self-repair, other-initiated self-repair, and other-initiated other-repair. Nevertheless, in this study the researcher did not find self-initiated other-repair strategy used in EFL classroom activity at SMA Muhammadiyah 3 Surakarta. In contrast with a study conducted by (Laila, 2023) the result showed there were three kinds of repair strategy used in the classroom interactions namely self-initiated self-repair, self-initiated other-repair, and other-initiated self-repair. Meanwhile, in this study did not find other-initiated other-repair used in classroom interactions. In addition, the result of this study also different with study conducted by (Aleksius, 2021) examined the way repair practices that were used by EFL college students to address the understanding problem that may cause communication breakdowns in classroom conversations. The third study by (Wijayanto, 2022) analyzed “What do you mean?” phrase in communication interactions. The result of this study showed “What do you mean?” (WDYM) used as an initiator for repaired conversation and can trigger emotional responses. The fourth study conducted by (Sidnell, 2019) examined the use of repair strategy by Indonesia EFL students during English conversation in a formal educational context. The findings showed that Other-Initiated Other-Repair (OIOR) frequently used than Self-initiated Self-Repair (SISR). The fifth study by (Rajabi, 2019) investigated the use of self-repair strategies by Iranian EFL teachers based on their level of reflection (high, mid, low). The study showed teachers’ levels impact their use of self-repair strategies in the classroom interactions. The sixth study by (Yigzaw, 2022) the purpose of this study was to assess whether or not students’ involvement in self-help manner when faced with challenges during their presentation. Meanwhile, the result of the study showed the students involvement in different types of strategies for self-repair, including the most common strategy was same-information repair (repetition), appropriateness repair, error repair, and back to error. The seventh study by (Laila, 2023) analyzed and identified the repair strategies used by the student and the teacher in classroom interactions. The study found the most frequently used strategy both teacher and students were self-initiated self-repair followed by self-initiated other-repair and other-initiated self-repair.

The eighth study by (Suryadi, 2020) investigated the self-repair strategies in the conversations, particularly in everyday familiar topics from the data source, namely American television sitcom. The ninth study by (Weisz, 2019) aimed to investigate user choice for kind of repair strategy employed chatbots during conversational breakdowns. The finding showed providing options was the most used by participants. The tenth study conducted by (Liang, 2021) to find out the similarities and the differences in self-repair strategies used by professional and student interpreters during consecutive interpreting. The last study by (Jefferson, 2008) investigate the function of self-repair and other-repair in conversational interactions. Furthermore, the finding of this study showed self-repair is commonly used than other-repair.

Research Methods

Research Type and Data

This research is in the domain of descriptive qualitative. This study used a Conversation Analysis (CA) approach, by specifying on the aspect of repair. According to (Lisa, 2008) conversation analysis has been used to clarify problems and possible solutions while interacting with other individuals who have communication impairments. The object of this study is the repair strategy used in classroom activity, taking the thirty students in 10th grade at SMA Muhammadiyah 3 Surakarta as the participants. The data of this study is all utterances between teacher and students during the classroom interaction.

Technique of Collecting and Analyzing Data

The data will be gathered by means of observation, voice recordings, and memo-writing. Meanwhile, the data were analyzed by (Liddicoat, 2007) theory of types of repair strategy namely self-initiated self-repair, self-initiated other-repair, other-initiated self-repair, and other-initiated other-repair. The research involves a sample of 10th students in SMA Muhammadiyah 3 Surakarta. Based on (Charmaz, 2006) grounded theory, the steps of analyzing data were: 1) gathering data, grounded theory starts by gathering data including observation, voice recording, and memo-writing; 2) coding, in this step coding create underlying framework used initial coding, focused coding, and axial coding; 3) memo-writing, memo-writing encourages active interacting with the resources, support idea development, and improves subsequent data collection; 4) theoretical sampling, this step aims to gather the data and define the theory; 5) reconstructing theory, in this step the researcher identified the data based on repair strategy by (Liddicoat, 2007) repair theory; 6) writing the draft,

this step the researcher started to compose the research; 7) reflect-ing on the research process, the researcher consider how personal view point's affect the analysis.

Research Results and Discussion

Research Results

The study aims to identify and elaborate the use of several repair techniques in the EFL classroom interactions. The data were collected by observation, voice recording, and expert judgement. In addition, the researcher classified the data into four repair strategies namely self-initiated self-repair, self-initiated other-repair, other-initiated self-repair, other-initiated other-repair by (Liddicoat, 2007). Based on the four strategies, there are three kinds of repairs used by teacher and students in the classroom interactions. The result is shown in the pie chart below:

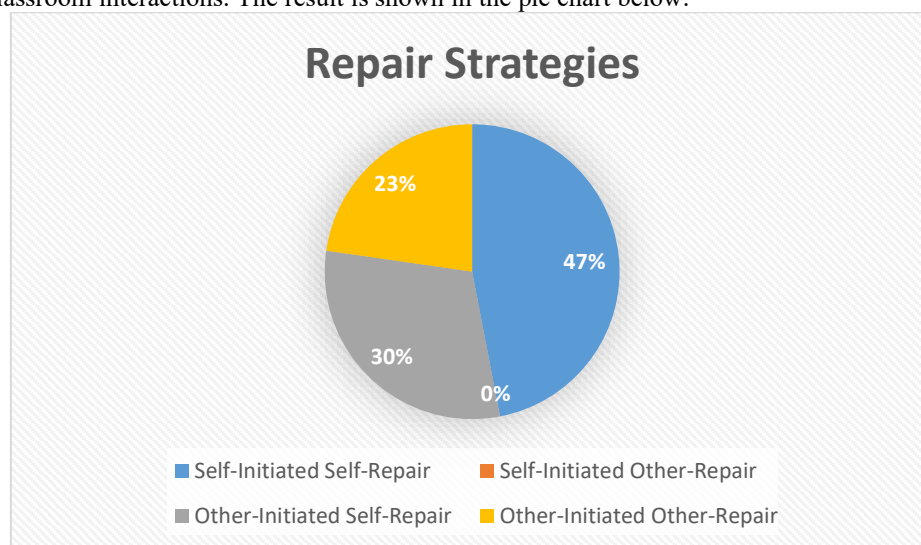


Figure 1. The result of repair strategies found in classroom interaction of EFL students.

Self-Initiated Self-Repair

Self-initiated self-repair is repair that occurs without external interface. The excerpt below shows a range of self-initiated self-repair strategy.

Excerpt 1

Teacher: why do you come late?
Teacher: why late?

From the excerpt above, the teacher used a self-initiated self-repair strategy by using the repetition with change method to ensure a student understand the teachers' question.

Excerpt 2

Teacher: ok student, take out and open your book please!
Teacher: open book!

In line with excerpt 1, the teacher used a self-initiated self-repair strategy by using the repetition with change method. To ensure the students comprehend the teachers' instructions to open their book.

Excerpt 3

Teacher: uncountable noun itu apa? Uncountable noun itu benda yang tidak dapat dihitung, can you give me example?

In the example above, the teacher applied a self-initiated self-repair strategy by translating the term "uncountable noun" from English to Indonesian with purpose of make sure that the students understand the meaning of uncountable noun.

Excerpt 4

Teacher: Scholarship itu beasiswa, overseas apa overseas? keluar? negeri. Beasiswa ke luar negeri. Ada disini pengen kuliah diluar negeri?

Similar to the previous example, the teacher applied self-initiated self-repair strategy by translating the terms “scholarship” and “overseas” into Indonesian, to ensure the students understand the meaning of the phrase overseas scholarship.

Excerpt 5

Teacher: a notification, so there is a notification on my smartphone. Ok, next Number five
Teacher: five five five

In contrast to the previous example, in this excerpt the teacher used the self-initiated self-repair strategy by repeating the instruction to check question and answer number five with repetition with change. The purpose is to make the students understand the teacher instruction to move from the previous question number to question number five.

Other-Initiated Self-Repair

In classroom activities, other-initiated self-repair is another kind of repair. In the other-initiated self-repair strategy, the listener started the repair, and the speaker corrected it.

Excerpt 1

Teacher: do you remember what material we learned in the last meeting?
Student: material artinya apa miss?
Teacher: material is materi. Materi apa yang kita bahas sebelumnya?

In the interactions between teacher and student, the teacher starts the conversation by asked, “do you remember what material we learned in the last meeting? After that, a student then asked, “material artinya apa miss? Indicates a lack of understanding of the term “material” and acts as other-initiated by asking for an explanation from the teacher. Furthermore, the teacher explained “material is materi,” showed self-repair by offering direct translation to improve students understanding.

Excerpt 2

Teacher: iya, there are an orange and two apples in the basket. Number . . .
Student: basket apa?
Teacher: basket is Keranjang

From the data above, a student act as other-initiated by asking the meaning of “basket”. Meanwhile, the teacher applied self-repair by translating the word “basket” into Indonesian with purpose the students understand what it means.

Excerpt 3

Teacher: there are few new facilities in the city park
Student: bu, few apa?
Teacher: apa?
Teacher: few? gimana sih?
Student: ini lho bu, few
Teacher: few, few itu beberapa.

Similar to the previous example, a student asked the teacher what the meaning of “few” means in this case a student act as other-initiated. Meanwhile, the teacher was the one who self-repair by translating the word “few” into Indonesian with aim to student can comprehend its meaning.

Other-Initiated Other-Repair

This repair strategy happens when the listeners indicate a lack of understand-ing or an elaboration and clarify or correct speaker previous statement.

Excerpt 1

Teacher: there is fog on the peak of the mountain for several days.

Student 1: What is fog?

Teacher: anyone knows?

Student 2: Fog artinya kabut kan miss

Teacher: yes, kabut

In the sample of data above, the student 1 showed other-initiated action by asking the meaning of word “fog” to the teacher and student 2 also as other-repair by translating the word into Indonesian. Then, the teacher approved student 2 answer with aim of determine the meaning of the word fog.

Excerpt 2

Student 1: miss, I can go to the toilet, please

Student 2: harusnya can I go to the toilet, please?

In the excerpt above, student 1 asked the teacher to go to the toilet, but there's a grammatical error. Meanwhile, student 2 noticed the error and provided the correct sentence.

Discussion

This study focused on repair strategy used in classroom activity. The purpose of this study to identified and elaborated the use of repair in classroom activity at SMA Muhammadiyah 3 Surakarta. The findings showed self-initiated self-repair was the most often used strategy among EFL students and teacher as much as 47%. Followed by other-initiated self-repair (30%) and other-initiated other-repair (23%). Nevertheless, the researcher did not identify the self-initiated other-repair strategy in the EFL classroom activity. This finding emphasizes the importance of self-repair in improving EFL students' English comprehension. Self-initiate self-repair allow teacher to improve students' understanding and maintain of new vocabulary and concepts. This aligns with (Liddicoat, 2007) theory, which define the effectiveness of self-initiated self-repair in facilitating understanding and retention of language concept. In line with the finding of the study by [15] Self-Initiated Self-Repair are important for cultivating a classroom environment that encourages students to communicate with English language, therefore it can improve their comprehension skills.

This study found both the teacher and the student used that repetition, repetition with change, and translation or explanation method either in self-repair or other-repair. This result in line with study conducted by (Aleksius, 2021) the result showed repetition, repetition or acknowledgement plus translation, explanation, translation, and repetition or acknowledgement plus expansion were used in classroom conversation. In addition, the result in this study also in line with study conducted by (Rajabi, 2019) the result of this study showed repetition used in classroom conversation. Moreover, repetition works as a beneficial educational strategy for improving oral proficiency among child language learners, especially as far as accuracy and fluency (Révész, 2021).

Furthermore, the study indicates that other-initiated self-repair consist of 30% of the repair strategy, while other-initiated other-repair formed 23%. The rarely application of this strategies enquires into the nature of interactions in classroom activity. Additionally, the other-initiated repair strategy provides (Kendrick, 2015) the speakers with effective strategies to address important conversational difficulties in speaking, hearing, and comprehending. Although, it is crucial for students to seek clarification and support from the teacher and between the student, the rare frequency of other-initiated self-repair and other-initiated other-repair indicate that students may be afraid to of asking question or challenge another student. Moreover, other-initiated strategies which seems delayed yet occur in the following turn can comprehend through the system of repair organization itself (Schegloff, 2000). In addition, other-initiated self-repair happens when a listener asks the speaker to clarify or correct a remark. Whereas other-initiated other-repair involves the listener seeking clarification and correction from another.

Moreover, there are three kinds of repairs used by teacher and students in the classroom interactions namely self-initiated self-repair, other-initiated self-repair, and other-initiated other-repair. Nevertheless, in this study the researcher did not find self-initiated other-repair strategy used in EFL classroom activity at SMA Muhammadiyah 3 Surakarta. In addition this study support a study conducted by (Laila, 2023) the result showed there were three kinds of repair strategy used in the class classroom interactions namely self-initiated self-repair, self-initiated other-repair, and other-initiated self-repair. Meanwhile, in this study did not find other-initiated other-repair used in classroom interactions. In addition, the result of this study also different with study conducted by (Wijayanto, 2022) the result showed other-initiated other-repair frequently used than self-initiated self-repair. At the same time, in this study the result showed self-initiated self-repair was the most often used strategy between EFL students and teacher.

Conclusion

The study focused in repair strategies in English as a Foreign Language (EFL) classroom interaction at SMA Muhammadiyah 3 Surakarta showed the significant impact of self-initiated self-repair on improving students' English comprehension, as this strategy was the most frequently used, which 47% of all recorded repairs. This finding highlights the effectiveness of self-initiate self-repair strategy in improving comprehension and retention of language concepts. In contrast, other-initiated other-repair, and other-initiated self-repair were used less frequently, at 30% and 27%. It respectively suggested that the student may be unwilling to ask or support from other students and teacher, thus affecting their learning experience. In addition, the results showed both of the teacher and the student utilized repetition, repetition with change, translation or explanation method used either in self-repair or other-repair in EFL classroom interactions to improve students understanding about language concept. Furthermore, to improve the learning environment, the teacher must focus on creating a setting that encourages active participation among the student and teacher. Future research should examine strategies of other-initiated repair strategies, which possibly encourage a collaborative and interactive classroom environment, which will allow the student to take more responsibility for their learning and develop their ability to understand and speak English.

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