

Implementation of English Word Repair to Improve EFL Speaking Skills in Private Lessons (Informal Conversation)

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Abstract

Purpose: In language learning, the word repair is a pedagogical approach whereby the teacher repeats the word uttered by the student and offers a corrective or interpretive response to foster comprehension of the word in question, whether in terms of its meaning or pronunciation. This study aims to gain a deeper understanding of the efficacy of word repair as a tool for developing students' pronunciation skills in private teaching contexts.

Methodology: This study adopted a qualitative classroom action approach, using observation and note-taking as data collection techniques. In addition, interviews were also used to record data collection and tests where students were asked to pronounce the prescribed word correctly. With the data collected from 4 students with different levels, it will add accuracy related to this study.

Results: The findings of this study indicate that consistent vocabulary repair, coupled with constructive feedback, is a practical approach to enhance students' speaking fluency, pronunciation, and confidence in using English. This is evidenced by the observed improvement in students' scores before and after the implementation of word repair.

Applications/Originality/Value: This research is useful for providing an understanding of what the remedial learning method will support in speaking in addition to speaking itself. It will also increase the functionality of the approach so that it does not have only one purpose. This research is certainly useful for teachers to reference learning in speaking skills and for students to understand one way to improve speaking.

Introduction

Having speaking skill becomes the main goal of any courses of English. As a country that holds the status of English Foreign Learner (EFL), it is very natural that there are still many students in Indonesia who are not fluent in English even though they have studied for years. However, in Indonesia itself is actually quite familiar with other languages because basically the Indonesian people are rich in language and it is proven by the adaptation of new slang that can change every month. The lack of understanding of English by Indonesian people stems from the difficulty of pronouncing words, the lack of pedagogical teachers and the lack of environmental openness to English (Mulyanto et al., 2023). To encourage the improvement of students' English skills in Indonesia, it is necessary to have a method that supports mastery and understanding of a word and context in every English sentence.

Speaking itself includes several aspects ranging from vocabulary, word organisation, sentence organisation, grammar to pronunciation. Even though this English-speaking skill occupies a crucial position, there are still many Indonesian students who tend to have difficulty in practising this skill. The influencing factor is seen from the many pressures from mockery of mistakes between friends, to unpleasant admonitions (Dana & Aminatun, 2022). Pressure from oneself can also affect the difficulty, seen from some who are afraid of failing or being wrong first before doing it (Nijat et al., 2019).

The use of the repair word is very often used by humans both consciously and unconsciously. This system refers to the method of correcting any wrong spelling by repeating the wrong word in a sentence or conversation (Gholami, 2022). This method is quite helpful in improving pronunciation and linguistic knowledge in different contexts. It also helps teachers to detect students' weaknesses in speaking skills (Agustuna et al., 2019). So, teachers can see and consider the right learning method in the future. The use of word repair is often found in light practice in schools and even in tutoring places that are more private and informal.

In this study, the researcher used the object of private lesson as the research sample. The use of this sample will be more private and intimate to learn more deeply and build communication between teachers and students. The selection of private tutoring is based on one of the factors of students' fear in showing their speaking ability, which is social pressure. Private tutoring has a tendency to study alone with the teacher so that learning is more focused and can be adjusted to the student's learning style (Yale, 2019). Repair and evaluation in the process of improving speaking skills will also feel more comfortable because there is no pressure around the student.

This research examines conversations between teachers and students in private lessons. Conversation itself is a conversation between two people to provide information to each other. Conversations are usually in the form of questions and answers or giving and asking opinions (Apriastuti, 2019; Hidayat, 2021; Meishanti et al., 2020). In this study, the conversation exists as a lure for students to speak and the form is a question and students will answer the question according to what students understand.

This study was written to understand the implementation and efficiency of using word repair for students' speaking skills. According to Rahas (2019) which research about implementing conversation improvement, the researcher employed four distinct conversation enhancement strategies. In the preliminary phase of the study, 31 students (86%) were unable to meet the minimum completion criteria. In the initial cycle, there was a discernible enhancement in the students' proficiency in spoken English, with 41% of the students attaining the minimum completion criteria. At this juncture, the students had not demonstrated a notable advancement in either linguistic or non-linguistic domains. Specifically, there was no discernible improvement in linguistic aspects, such as stress, speech, tone, and rhythm, nor in non-linguistic aspects, such as fluency and topic mastery. The outcomes of the initial cycle were then subjected to a second cycle of analysis. This revealed an 88% improvement in the minimum completion criteria. Furthermore, there were notable enhancements in both linguistic elements (such as stress, speech, tone, and rhythm) and non-linguistic aspects (such as fluency and topic mastery).

From Hanusková (2019), based on audio-recording data collected from an English-language seminar at the University of Ostrava and using conversation analysis procedures, this study explores the character and function of interactive repair and its role in enhancing mutual understanding and preventing communication breakdown in lingua franca academic talk. The article discusses strategies for providing language support and/or feedback to communicative partners in negotiating the meaning and form of talk, and offers findings that portray ELF speakers as competent communicators who can adapt to different sociopragmatic contexts.

The research conducted by Zeng (2019) showed that self repair is not only about self-repair but also about contextual and interactional care, therefore, communication skills will be well developed. According Suryadi & Fatmawati (2020), The results demonstrate that there are six distinct categories of self-initiated self-repair, with repetition being the most prevalent, followed by hesitation pauses and searching for words. Furthermore, this study offers recommendations for integrating self-initiated self-repair strategies into the teaching of English spoken interaction skills.

In the research found by L et al (2021), there are 41 repair sentences listed in 4 types namely self initiated repair, self initiated other repair, other initiated self repair and other initiated repair. Dri 44 repairs, 22 of them are other initiated repairs. So it can be seen that the biggest problem of the conversation between teachers and students is the students' comprehension, technical and linguistic errors.

According to Madar (2021) in his research, Madar used the recorded and transcribed conversations were subjected to analysis using the Conversation Analysis theory and methodological approach. This was done to ascertain the frequency and types of repair strategies employed, the sources of trouble, and the outcomes of the repairs. The findings demonstrate that in order to address the issue of comprehension, the EFL college students utilised a total of 11 other-initiated repair strategies. These strategies included repetition or acknowledgement plus expansion, explanation, and/or translation, and repetition or acknowledgement plus translation. The study provides language educators with new insights on how EFL learners deal with understanding problems in communication, thus enabling them to respond appropriately to the repair practice initiated by the students.

From Rido et al. (2021) in his research, findings indicated that the lecturers addressed both linguistic (grammatical and pronunciation) and content-related issues when students provided oral responses and made presentations. Consequently, the lecturers utilised four distinct repair strategies, namely indicating an error has been made and correcting it, requesting students to self-correct, indicating an error has been made and prompting other students to rectify it, and repeating students' responses with modifications. The functions of these repair strategies were to demonstrate the lecturers as role models and reliable sources of knowledge, to provide good examples, to encourage critical thinking, to facilitate student collaboration, and to make students unaware of being corrected, thereby encouraging continued learning. The findings offer some implications for pedagogical considerations within university lectures, particularly in the context of English as a foreign language (EFL).

In the research written by Sa'ad et al. (2022), shows that initiated self repair is used in Saudi Arabian English learners to learn a foreign language with a comprehension that is considered better. According to Milawaty et al. (2023) in his programme, grade X students of SMK Nuris received training in English pronunciation. This comprised the provision of materials, vocabulary pronunciation practice and conversation practice, with the objective of enriching students' vocabularies and improving their speaking skills. The material delivery is conducted in an interactive manner, with students participating in each stage of the process to enhance their engagement in the classroom. The material is also presented in a creative manner through the use of games or other activities to stimulate student interest during training. This training programme was successfully implemented and achieved its objectives, as evidenced by the students' increased activity levels and the observed improvement in vocabulary and English pronunciation.

The research written by Liao, (2023), found that different repair methods can develop speaking skills and this study emphasised self-initiated repair as the main method. To see the efficacy of repair words in training students' speaking, pronunciation and vocabulary, the researcher implemented the use of repair words for 3 months using a pre-test and post-test at the end of the session. The purpose of this study is to analyse the strategy of using repair words used by teachers in

private lessons and to see other aspects of speaking skills seen from the initial progress (pre-test) and final progress (post-test).

From this research, it is hoped to provide an understanding of the things that will be supported by the repair learning method in speaking other than speaking itself. It will also increase the functionality of this approach so that it does not only have one purpose. In addition, this study explores the effectiveness of the repair method in speaking which can be seen from the students' scores before and after using this method. This study describes the use of repair words in conversations between teachers and students in private lessons. The study found 3 types of strategies used by the teacher during class by explaining how these strategies work and why the conversation falls into the specified strategy category. This research uses two questions to underlie this research:

1. What repair word strategies does the teacher/tutor expect when teaching in private lesson?
2. How can the repair words train students' speaking in private lessons?

Method

This research belongs to the class of conversation analysis research with a descriptive qualitative approach. Conversation analysis is a conversation study that captures more complex things between interactions carried out by humans systematically (Hutchby & Wooffitt, 2008; Psathas, 1994). This analysis will produce more in-depth data from a conversation in terms of meaning, speech, and even irrelevance. The use of conversational analysis because this study examines the conversation between teachers and students in learning private English Class. Qualitative study in this research for describe in more detail about word repair in conversation. The analysis includes various repair strategies that are adjusted to Schegloff, Jefferson, and Sacks's theory (1997) on the research (Waring, 2021). The application of the repair word is recorded every day using various types of repairs Self-initiated repair, repair initiated by any other, other initiated repair.

With the object of private tutoring students, this researcher expects the awkwardness and lack of problems arising from students' lack of confidence when starting to speak English. The object of study will be recorded progress and seen from the pre-test and post-test, the teaching is conducted for 3 months to see more satisfactory results. Aspects identified confidence, increased vocabulary, increased courage and increased fluency in speaking. Daily progress will be seen from the perceptions of teachers and students based on their viewpoints and observation notes. This study uses the data of 4 students with different levels to see its effectiveness. However, the focus will be on the middle school level.

Result and Discussion

The word repair strategies found in this study are: 1) Self-Initiated Repair, 2) Self-repair by any other initiated, 3) Other-initiated repair.

Self-initiated repair

Data 1

Excerpt 1

T: *You've just described a tiger, right? So, can you explain why the tiger is your favourite animal?*

S: *Uh, yes, because... tigers, they... um, they live in the jungle, and they... they have, I mean, they have muscular bodies to... to run and hunt.*

In the dialogue above, it can be seen that students self-repair by using 'uh' and 'um' which serves as a pause to think about the wrong answer. The repetition of the word from 'they' to 'they have' also shows self-repair because they are aware of mistakes, then the use of the word 'I mean' makes a sign that the student has begun to be confident in his answer

Excerpt 2

T: *Good. Can you tell me more about how they hunt?*

S: *Yes, tigers, um, they sneak, uh, sorry, I mean, they stalk their prey quietly before they attack.*

The above conversation initially the student used the word 'sneak' but in front of him he used the word 'um' where the student seemed hesitant and changed the word 'sneak' to 'stalk' with the words 'I mean' and 'sorry' as a sign of realising his own mistake.

Excerpt 3

T: *Nice correction. What else can you add about their behaviour?*

S: *They are, uh, solitary animals. I think they, uh... wait, I meant to say, they live alone, mostly.*

The dialogue above also uses the word 'uh' as a form of doubt over the answer spoken. The use of the word 'wait' becomes a word to realise the mistake and change the answer to a more correct one.

Data 2

Excerpt 4

- T: Okay, class. Let's talk about your daily routines. Sarah, can you tell me what you usually do after school?
 S: *After school, I go home and, umm, I, I... make my homew—, no, do my homework.*
 T: Great! And what time do you usually do your homework?
 S: I usually start around, umm, six o'clock.
 T: Good, clear answer.

Unlike the first data, in the data above the use of the word 'um' refers more to nervousness and insecurity. In the data, it can be seen that the student changed the answer from using the word 'make' to 'do'. Before the sentence is completed, the student has realised the mistake and immediately corrects it.

Self-repair by any other initiated

Data 3

Excerpt 5

- T: So, how do you start making a cup of tea?
 S: First, you boil water. Then you add the tea leaves to the cup.
 T: Okay, **could you repeat that step?** What do you do after boiling the water?
 S: Oh, um, after boiling the water, I add the tea leaves into the cup.
 T: Great. Now, **after adding the tea leaves, what comes next?**
 S: **Then you... oh, wait, no. You pour the hot water first and then add the tea leaves.**
 T: Alright, **let's go over that again.** What comes first?
 S: Right. **First, boil the water, pour it into the cup, and then add the tea leaves.**

The above conversation shows that the teacher or someone else has the initiative to ask the students to repeat with the words 'could you repeat that step' and 'after adding the tea leaves, what comes next?' so that the students realise their own mistakes and eventually correct them.

Excerpt 6

- S: Firstly, chop the onion, then put it in a **hot pan with oil. After that, add the chicken before... er... I mean, after the onion turns golden.**
 T: Wait, are you sure you're putting the chicken in after the onions turn golden? **Don't you usually sauté the garlic before the onions?**
 S: Oh, you're right! **What I mean is to sauté the garlic first, then the onions, and once they're golden, then add the chicken.**

In the conversation above, it can be seen that the teacher was trying to remind the students by asking the question 'Don't we usually sauté the garlic first and then the onions?' to trigger the students' memory. The student also indicated to change the error independently from 'put the chicken in after the onion turns golden.' to 'I mean, you sauté the garlic first, then the onion.'

Other-initiated repair

Data 4

Excerpt 7

- S: Sorry, miss. Can you explain again about when we use 'is' and 'are' in the present continuous tense?
 T: Of course. 'Is' is used for a singular subject, like 'he,' 'she,' or 'it.' For example, 'She is reading a book.' Whereas 'are' is plural subjects, like 'they' or 'we.' For example, 'They are playing soccer.'

From the above conversation, it can be seen that the teacher is initiative in correcting and repeating to help the understanding of students who ask the question 'Can you explain again'.

Excerpt 8

- T: So, the word are is used for plural subjects like you.
 S: Oh, so when the subject is 'I,' what do we use, Miss?
 S: Good question! For 'I,' we also use 'am.' For example, 'I am studying.' Anything else you'd like to ask?
 T: Not for now, thank you, Miss!

The above conversation is also similar in that it repeats the explanation on the initiative of others so that students clearly understand the material presented.

For the aspect that has been increasing in the speaking skill, this study took five aspects to be researched, namely the aspect of self-confidence, the aspect of increasing vocabulary, the aspect of courage and the aspect of fluency in speaking which is assessed from the use of tests and produces data in the table below.

Table 1. Score of pre-test and post-test

Person	Confidency	Vocabulary increasing	Courage	Fluency
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	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Student 1	40	75	70	75	60	85	60	70
Student 2	60	70	60	75	65	80	65	75
Student 3	70	85	60	70	70	75	60	80
Student 4	50	80	70	90	55	90	75	90

The table above illustrates the improvement of four students' performance in four aspects after the repair: confidence, vocabulary comprehension, courage, and fluency. In the aspect of confidence, everyone showed significant improvement. For example, student 1 improved from 40 to 75, and student 2 from 60 to 70. Vocabulary comprehension also improved, as seen in student 3 who went from 60 to 70. In addition, speaking boldness also saw a clear improvement, with student 4 showing a jump from 55 to 90. Finally, speaking fluency also improved, for example student 4 from 75 to 90. Overall, the remediation process successfully improved all four aspects of participants' communication skills.

Discussion

In the results that have been described, it can be seen that there are 3 words repair strategies used in speaking. The use of self-initiated repair is in accordance with (Rido et al., 2021) where in Ridho's research it is said that students will have a reflex to repeat and correct if students are aware of having errors in pronunciation, usually these errors are grammatical or pronunciation. In this study, self-repair focuses on grammatical and vocabulary. can be seen in Data 1 quote 1 changing from the word 'they' to 'they have'. For the use of self-initiated repair in terms of vocabulary in accordance with (Milawaty et al., 2023). In Milawaty's research, it is explained that the practice of repetition and repair vocabulary can improve speaking skills. can be seen in the repetition of the word 'sneak' which is less precise to the word 'stalk' in data 1 excerpt 2.

In the strategy of self-repair by any other, there is no previous research but it is in accordance with the example in the repair strategy theory by Schegloff, Jefferson, and Sack (1977), namely by initiating others but self-repair. In this theory, it states that repair occurs when provoked by others such as and generally using a question word. This is in accordance with data 3 and 4 which contain question sentences such as '*could you repeat that step?*' and '*Don't you usually sauté the garlic before the onions?*' so that the interlocutor will think back and fix the sentence that has been spoken.

Meanwhile, other-initiated repair is in accordance with the research researched by Madar (2021) where Madar explains that the use of other-initiated repair includes repetition, explanation, translation, expansion. In data 5, there are 2 excerpts and both include the type of other-initiated repair explanation where the teacher re-explains the material presented for students' incomprehension and has the initiative to provide several examples to make it easier for students to understand the material.

Regarding the data on the improvement of certain aspects through post-test and pre-test, it is in accordance with several previous studies. In the vocabulary improvement section, it is in accordance with the research conducted by Milawaty related to the increase in vocabulary if learning this repair on an ongoing basis. And it was proven in this study that all students experienced an increase in their vocabulary understanding. Then in the aspects of Confidence and courage in accordance with Hanuskova where this repair makes communication skills smoother. And it is proven that the level of student confidence and courage has increased although not too far but there is still an increase. And finally on fluency refers to research from Rahas which states that 88% improvement repair on fluency and this is really in accordance with the data above that the four students listed all experienced a pretty good improvement.

Conclusion

From the data above, it can be concluded that in private tutoring classes there are 3 repair strategies used namely self-initiated repair, self-initiated repair by any other and other-initiated repair. For the self-initiated repair strategy itself, it is indicated to be able to develop the potential of grammar and vocabulary skills of students' speaking skills. Self-initiated repair by any other is very helpful in developing students' pronunciation and confidence. A pre-test and post-test were conducted to analyse the progress and see the effectiveness of the use of repair in speaking. In addition, observations and assessments showed improvements in confidence, vocabulary and fluency in speaking. This study also supports previous research which found that the repair learning method can improve students' communication skills. And this is concluded because all students experienced improvement after the application of this learning method.

Acknowledgments

I would like to express my sincere gratitude to all those who contributed to the completion of this research. First and foremost, I extend my heartfelt thanks to my lecturers and mentors ma'am Malikatul Laila for the invaluable guidance and support throughout this study. Her insights and encouragement have been instrumental in shaping my understanding of speech repair strategies in EFL contexts. I also wish to acknowledge the students of University of Muhammadiyah

Surakarta who participated in this research. Their willingness to engage in classroom interactions and share their experiences made this study possible. I appreciate their openness and enthusiasm, which greatly enriched the data collected. Furthermore, I would like to thank my peers and colleagues for their constructive feedback and support during the research process. Their collaboration and discussions have significantly enhanced the quality of this work. Lastly, I am grateful to my family and friends for their unwavering support and encouragement throughout my academic journey. Their belief in my abilities has motivated me to pursue my research interests with passion and dedication.

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