

The Application of Speech Repair Strategies by EFL Students in Speaking Class

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Abstract

Purpose: This study aims to explore effective strategies for implementing character education in the digital era by focusing on the roles of schools, parents, and students. It addresses the evolving challenges faced by parents as primary educators in shaping student character amidst rapid technological

Methodology: The research adopts a qualitative case study approach and is supplemented by a questionnaire to gather data. It captures the general understanding and perspectives of parents and students regarding character education in the digital context.

Results: The findings show that parents possess a high level of awareness and commitment to digital character education for high school students. Many parents understand their responsibilities and view technology positively as a supporting tool. Nevertheless, issues such as inconsistent digital supervision and varying levels of parental involvement present ongoing challenges. Some parents attempt to manage this by setting rules and limiting gadget use at home.

Applications/Originality/Value: This study highlights the critical role of collaboration between schools and parents in promoting digital character education. It emphasizes that active parental involvement not only supports students' academic performance but also contributes to their social-emotional development. The insights offered may inform the development of structured programs to enhance parent-school cooperation, although the study's findings are subject to the limitations inherent in self-reported data.

Introduction

Every individual has the freedom to communicate and express their thoughts when interacting. They depend on the skills to speak and understand what others are say-ing. However, symptoms arise when a person cannot organize words or sentences according to what they want to convey, which then results in disruption of the inter-action process. There are so many instances in conversations to dig for data, not just to solve problems in conveying messages. Therefore, speakers and interlocutors tend to use interaction strategies that can be referred to as speech repair.

Repair is the process by which the speaker recognizes speech problems and fixes them by repeating what was said, according to conversational analysis. Speech repair is also known as conversational repair, self-correction, linguistic repair, repa-ration, false start, accommodation, and restarting [1]. Speech repair can prevent the stoppage of the communication process, and make the message to be conveyed to the listener can be clearly captured. The repair work happens when there are struggles or difficulties in the process of speaking, listening, or understanding the context of meaning in a speech [2]. Repair takes the role of corrective action to problems in speaking such as mis-pronunciation, malapropisms, and listener understanding, malapropisms, and listen-er misunderstanding among others [3]. A key feature of repair is often overlooked. Repair not only comes into the speaker's consciousness after an error is detected, but in many cases, has been actively contending with the error for a period of time be-fore the error appears. The fact that repairs were already highly enforced in the man-ufacturing system at the moment the error is detected, is crucial for rapid and uncon-scious repair [4]. Errors can be fixed very quickly with a very short time between when the error occurs and the repair begins [5].

Levelt (1983) classifies self-repair as open repair and closed repair [6]. Open repair is divided into same description repair (repetition), different description re-pair (word change and relational repair), accuracy repair (omission, change, and addition repair), and error repair. These repair classifications are derived from sev-eral types of errors experienced by students when interacting. When teachers ob-serve students interacting and encounter obstacles like these, they can spot linguistic problems and fix them appropriately. The repair process can avoid breakdowns in communication and convey messages to listeners that point towards learning a sec-ond or foreign language [7].

Supported by previous research that examined the conversational repair strate-gies preschoolers use to repair communication breakdowns with voice-based inter-faces [8]. The results showed that the children attempted a number of

common re-pair strategies, including repeating and trying out the pitch and pronunciation of their words. They were persistent, rarely giving up, asking for help, or getting frustrated. When parents participate in an interaction, they move through four phases of involvement: first making suggestions, then doing interventions, then deciding to give up, and finally determining that the interaction cannot be improved. Another previous study aimed to capture lexical repair in conditions where co-activation between repair and repairability occurs.

Previous research provides insight into the relationship between error and re-pair probabilities in English and Spanish [4]. This study aimed to capture lexical repair in conditions where there is co-activation between error and repair. The results from this study showed a consistently strong relationship between error probability and repair, regardless of position, in accordance with a model where more controls are used in error-prone situations to increase repair effectiveness.

Students can implement by adjusting their speech and changing their language when they earnestly try to modify the information during the interaction process. Students can also inspect whether what they say makes sense or not, thus they can accommodate their words to be clearer and well conveyed [9]. Although the teacher cannot examine the students' thoughts, the teacher can listen to what the students say, notice how they interact, how they use the target language, and so on. As one of the social realms, practical interactional competence plays a crucial role in successful teaching and learning [10]. Through this situation, the teacher has the possibility to examine classroom interaction as a learning activity. Studying what goes on in the process of classroom interaction is like studying educational theory [11].

In their research, Emrani & Hooshmand (2019) discusses the results of a study on Conversation Analysis (CA) and self-initiated self-repair structures in classroom conversations [12]. The aim of the study was to show that Iranian advanced EFL students use four self-initiated self-repair structures: substitution, insertion, deletion, and cancellation. Finally, the collected data is compared with the data used by native English speakers. Substitution was the most frequently used self-repair structure by participants in both cultures, according to the results of the study.

Supported by research conducted by Beshir & Yigzaw (2022) with the aim of identifying whether students show independent behaviour when they experience obstacles during presentations [13]. Based on the findings, the students engaged in different types of self-correcting strategies, including same information correction (repetition) 48 (36.9%); accuracy correction 46 (35.4%); error correction 32 (24.6%); and return to error 4 (3.1%). From the perspective of the causes of problems that lead to self-correction, this study revealed problems related to syntactic and lexical errors as the most frequent errors among EFL learners.

Students can be classified into three groups in the classroom: low-ability students, medium-ability students, and high-ability students. Their performance when performing activities in the classroom also varies, one of which is the repair process. It is likely that students' utter sentences that refer to difficult to repair or failing to convey the intended message, asking for help, rephrasing the root problem without replacing it, inserting new information that does not fit explicitly, changing the subject, or successfully processing and reformulating utterances [14].

Another study explained that children can use repair strategies when communication breakdowns occur [15]. According to the results of the research, children can use repair strategies when communication breakdowns occur. However, the communication repair strategies used in online and face-to-face interactions are different. Children who interacted online used repetition and suprasegmental strategies more frequently than their peers who interacted face-to-face. The researchers also investigated the relationship between repair strategies and children's language ability. The results showed that children with better language skills used summation more, which is a more complex strategy compared to suprasegmental and nonresponse. They also tried to use repair strategies to repair their statements when asked for clarification.

Based on the previous studies above, conversational barriers in communication trigger repair strategies. However, repair strategies will not always be easy. Given this consideration, this study aims to identify the speech repair strategies speakers apply in speaking class, and to explain the reasons why speakers make speech repairs.

Methodology

This research used a qualitative descriptive method to understand the phenomenon in more depth. Qualitative research methods are research methods used to examine objects in their actual state [16]. While the descriptive approach was used to provide an accurate description of the process that occurred. The main instrument in this research was observation of 40 third-semester students who were members of the speaking class to obtain data in the form of speech repair strategies that they used when expressing opinions and interacting during class. The observation process was conducted by recording the learning process and the interaction between lecture and students during the class. The recordings were then transcribed by the researcher into sentence form with the aim of exploring information about the strategies and reasons for the application of speech repair. The result is a descriptive summary of the information selected and organized in such a way as to reveal facts based on the actual situation during the research.

The present research utilized a Conversation Analysis approach (CA). CA focuses on ordinary communication interactions, where communication is the main basis for the application of world languages and as a form of human socialization [17]. Classroom interaction was a realization of an interaction that took place during the learning process and

was not intended for research. Then, the researcher classifies repair strategies into five types: information repair, the different information repair, appropriateness repair, error repair and back-to-error repair by Levelt (1983).

This research was conducted at a private university in Central Java. The participants in this research were 40 third-semester students who were members of a speaking class. The researcher chose a speaking class for several reasons. First, because speaking class provides a forum for students to express opinions and refute opinions in English. This provides a strong reason for the researcher to examine how much students do speech repair when expressing their opinions in English. Secondly, the speaking class is one of the places where students interact to express and refute their opinions. The researcher can see how students do their speech repair when interacting. Third, speaking class is one of the courses that aims to improve students' speaking skills. Therefore, the researcher chose the speaking class to get references for this research.

Findings

The findings of this study investigate the use of speech repair strategies employed by lecturers and students during interactions in the Speaking class. Data collection techniques were carried out by observation and recording interactions in the classroom. Moreover, the researcher classified the data into five repair strategies namely information repair (repeat), the different information repair (message replacement and fact repair), appropriateness repair (abandonment, replacement, and insertion repair), error repair and back-to-error repair by Levelt (1983). Based on the five strategies, there are three types of repairs used by lecturer and students in the interaction in the Speaking class. The results are shown in the pie chart below:

Chart 1. Speech Repair Strategies Used in Speaking Class.

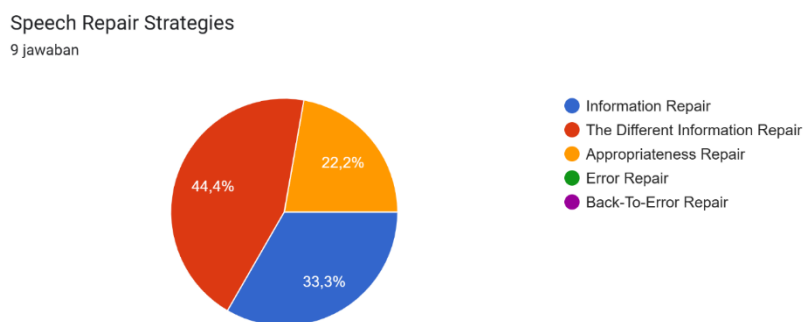


Chart 1. shows that the most used repair strategy is the different information repair which shows a frequency of 44.4%. After that, the speaker used information repair at 33.3% and appropriateness repair at 22.2% during the interaction in the Speaking class. Meanwhile, no error repair and back-to-error repair occurred during the lesson, so the discussion conducted by the researcher is only information repair (repeat), the different information repair (message replacement and fact repair), appropriateness repair (abandonment, replacement, and insertion repair).

Repairs made by lecturer and students occur repeatedly in speaking classes at a private university in Central Java. These repairs were based on improvements so that the utterances and sentences delivered could be clearly received by the listeners. The researcher found that the lecturer and students performed self-repair strategies on their speech as described in the transcription. The word repair strategies in this study are:

Passage 1

In passage 1, the lecturer started the online learning in speaking class by asking his students to check whether the internet connection was working properly or not, because the lecturer experienced problems with the internet connection in the previous lesson.

L: I am talking to you to test well or not my microphone is working properly. If you can hear my voice. Please comment on the chat box. If you don't, please tell me. Ok I am using WIFI right now. So, I think the connection is much more.... is much better than another day. So, we are currently having around 13 or 14 students joining our class. We are still waiting for the others. I am going to prepare my presentation while we are waiting for others to join.

The lecturer repeated the word 'is much' and changed the word 'more' to 'better'. The repetition phenomenon in this utterance shows that the lecturer used it to find a more appropriate word. This step is used by speakers to find the right word and clarify their words. The lecturer repeats his words to improve his word choice so that the sentence delivered can be understood by the listener. The word 'more' (adverb) is changed to 'better' (adjective) which is used to explain the condition of 'internet' (noun). This indicates that the lecturer conveyed information from the state of the internet in two times.

Passage 2

In passage 2, the lecturer starts the learning material and looks at the number of students joining. He conveys what will be done during the learning. The material discussed during the lesson is a discussion about research presentations conducted by students. The lecturer gave various tips on how to do a good presentation to his students as described in the transcription.

L: Ok we are currently have... we are having 40 students joining to our class and I will begin my presentation by giving information that I have been watching your presentation. It is quite good. That is great. I mean your presentation is perfect, but working for sure some presentations need a little bit improvement because... because I think it is unnatural for on the one side and the other side. You need to be more relax when present something. I mean here if you talk about the objective for example, if you talk about the discussion, if you talk about what is it introduction. You don't have to speak that it is introduction, right? Just let it flow. Your presentation will be much more natural when you speak without any... without... without stating which part are you talking about... which part you are talking about. I mean like when you talk about introduction you don't have to say that "This one is introduction". If you talk about... if you talk about the objective, the goal of the research.

The lecturer makes a different verb form. By initially using the expression 'we are currently have' it changed to 'we are having'. He repeats the use of the verb 'have' to 'having' to show the present continuous tense which has 21 students as participants.

The speaker repeats the use of conjunction (because) and preposition (without). The repetition phenomenon in the utterance indicates that the lecturer uses it to find words or ideas. The step used can help him to extend the time to find the word he wants to mention next with the right word choice.

Word modification also occurs in the word determiner (any) to verb (stating), as well as improving an utterance form in the part 'which part are you talking about' as a form of question, changing to 'which part you are talking about' as a statement. This strategy is used to emphasize the message to students about the steps that need to be done when making a presentation.

The lecturer also used the expression 'I mean' to explain to his audience about the statement that had been expressed earlier. The initiating word 'I mean' in English conversation functions as an informer in the context of changing or omitting parts of sentences that have been made before. The word 'I mean' can be used in a variety of ways: explaining, justifying, establishing narrative tension, and expressing change [18].

Passage 3

In passage 3, after the material explanation session was over, the lecturer gave students the opportunity to ask about things they still did not understand. In this case, the researcher found repetition done by the students. In addition, the use of mother tongue also occurs when students feel confused about which English word to use.

S: Yeah, in this journal is different from other journal. As we know that general journal, the format is like introduction, method, and result, abstract, introduction, method, result, and conclusion. So sometimes, maybe not only me but some of my friends are confused about this article because in this article there is no what is it like the sub of introduction, methodology, result, and conclusion. So how to know where is the result, where the method that they use just like this? And do we mention sub title of every apa sih namanya every way. So, I mean that we should introduction in our ppt or methodology or result or something else

In passage 3 above, the student repeated the use of the words 'introduction, method, and result' then inserted the word 'abstract' in the sentence repair. The strategy used is a form of repetition where she wants to add new words without reducing the previous information. The student also uses words in the source language, Indonesian, in the word 'apa sih namanya' to give a pause. This strategy of using the source language is used so that he can find any words in the target

language that can be used. Language learners contend that when repair occurs, one is more easily aware of the differences between their language and the target language in communication [19].

The data shows that the strategy used by speakers is a self-improvement technique. Self-initiated improvement is applied when speakers face obstacles in achieving target language items. Speakers are more likely to produce well-formed language output if they attempt to improve themselves.

The data also shows that speakers perform repetition to provide pauses and gain time to find words or ideas. Speakers can avoid mistakes with repetition techniques. In addition, speakers apply repetition strategies to gain more time while maintaining a conducive classroom situation and achieving meaningful target language.

Repair is concerned with the appropriateness of conveying ideas. The types of repairs that fall under this category are insertions, omissions, and substitutions. When speakers realize that the word they used before is not appropriate, they use substitution to replace it with a more appropriate word. Speakers appended their words and utterances in the corrected section during insertion. It is also noticeable that the corrected segment is repeated in its entirety. After that, speakers add new elements, such as words or utterances, in the last line of speech. The data also shows that speakers prefer to restart a conversation sequence rather than end it.

Discussion

This study aims to investigate and identify speech correction strategies used in speaking classes. This can be useful for the interaction process in the classroom and prevent communication barriers. According to the research findings, the data shows that the strategies used are self-repair techniques. Previous research also explains that self-initiated repair is applied when speakers face barriers in achieving target language items [20]. As indicated by the research findings, the process of self-repair in the speaking class went well. Speakers are more likely to produce well-formed language output if they try to self-correct.

The chart shows that the most used repair strategy is the different information repair which shows a frequency of 44.4%. After that, speakers used information repair at 33.3% and appropriateness repair at 22.2% during the interaction in the Speaking class. The data shows that speakers do repetition to give pause and gain time to find words or ideas. This is a communicative strategy; speakers can avoid mistakes with repetition techniques. Thus, repetition can signal to the listener the importance of the upcoming utterance that is about to come out. Speakers apply repetition strategies to gain more time while maintaining a conducive classroom situation and achieving meaningful target language. Repetition as a type of self-repair has a certain order in which the repairable and correctable path goes hand in hand with the repair by the speakers.

Conformity improvement pays attention to how ideas are conveyed correctly and appropriately. Substitution, insertion, and omission are specific repair techniques in this category. Substitution is used by speakers when they realize that what they said earlier was not the right choice of words. Therefore, they try to substitute the right word. Whereas in insertion, speakers add their words and utterances in the corrected section. In addition, it is also seen that the corrected segment is repeated in its entirety. The speaker then continues the last line of the utterance and inserts a new element, such as a word or utterance. In the same way, the data shows that speakers restarted a new series of conversations rather than ending their conversations.

Conclusion

An analysis of self-repair in speaking classes can give a conceptualization of the target language, their struggle areas, and their language acquiring strategies and attitudes. The results of this study confirm that speakers use different types of self-repair strategies for distinct goals. Repair strategies can facilitate and improve efficiency, accuracy, and effectiveness. To decrease the frequencies of mistakes or errors, speakers should practice to improve their speaking skills.

Therefore, as a recommendation, the use of speech repair strategies can be applied to learning in the speaking classroom. Strategies are needed to overcome challenges such as what strategies to use when speech errors occur. In addition, an approach that pays attention to vocab enhancement is needed to make learning more effective. The development of speech repair strategies as a means of self-justification can be recognized as a positive approach in improving students' speaking skills.

In conclusion, the research suggests that the speech repair strategies carried out in speaking classes include insertion, omission, substitution, and repetition of words which aim to find words or ideas, and when speakers realize that the words they used before are not accurate. The application of speech repair strategies in the classroom can make a positive contribution to improving English language skills, especially in speaking. However, there needs to be an effort to overcome the challenges that arise so that the use of this strategy can be optimized in the context of speaking learning in higher education.

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