SELF-REPAIR STRATEGIES USED BY 11TH GRADE AT MBI AMANATUL UMMAH PACET MOJOKERTO

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English

By
Rizka Nisaul Muchibbah
NIM D75215067

ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SUNAN AMPEL STATE ISLAMIC UNIVERSITY
SURABAYA
2021

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama	: Rizka Nisaul Muchibbah
NIM	: D75215067
Jurusan / Program Studi	: Bahasa / Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan

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Surabaya, 4 Januari 2021
Yang membuat pernyataan,

Rizka Nisaul Muchibbah
D75215067

ADVISOR APPROVAL SHEET

This thesis by Rizka Nisaul Muchibbah entitled *"Self-Repair Strategies Used by 11th Grade at MBI Amanatul Ummah Pacet Mojokerto"* has been approved by thesis advisors for further approval by the board examiners

Surabaya, 26th October 2020

Advisor I,

<u>Hilda Izzati Madjid, MA</u>
NIP. 198602102011012012

Advisor II,

<u>Drs. Muhtarom, M.Ed., Grad, Dipl. TESOL</u>
NIP. 196512201992031005

EXAMINER APPROVAL SHEET

This thesis by Rizka Nisaul Muchibbah "**Self-Repair Strategies Used by 11th Grade at MBI Amanatul Ummah**" has been examined on January 2021 and it approved by the board of examiners.

Dean,

Prof. Dr. H. Ali Mas'ud, M.Ag, M.Pd.I
NIP. 196301231993031002

Examiner I,

Dr. Mohammad Salik, M.Ag
NIP. 196712121994031002

Examiner II,

Dr. Siti Asmiyah, M.TESOL
NIP. 197704142006042003

Examiner III,

Hilda Izzati Madjid, MA
NIP. 198602102011012012

Examiner IV,

Drs. Muhtarom, M.Ed., Grad, Dipl. TESOL
NIP. 196512201992031005

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Nama : RIZKA NISAUL MUCHIBBAH
NIM : D75215067
Fakultas/Jurusan : TARBIYAH & KEGURUAN / PENDIDIKAN BAHASA INGGRIS
E-mail address : rizkanisaulm@gmail.com

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ABSTRACT

Muchibbah, Rizka Nisaul. (2020) *"Self-Repair Strategies Used by 11th Grade at MBI Amanatul Ummah Pacet Mojokerto"* An Undergraduate Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: Hilda Izzati Majid, MA, Advisor II: Drs. Muhtarom, M.Ed., Grad. Dipl. TESOL.

Keywords: Self-repair Strategies, daily activity

Communication errors happen inherently in every single conversation which will make some obstacles when the speaker talks. Fixing this issue, self-repair strategy will help the speaker ward off these troubles. This research aims to describe self-repair strategies used by the 11th grade female students at MBI Amanatul Ummah Pacet Mojokerto in their daily conversation. Then, to find the most commonly self-strategies used in speaking. This research uses qualitative approach and descriptive design in explaining the finding from the records. The records are collected by 18 female students by simple random sampling method, of which there are 2 students. While the finding shows that 11th grade female students use all 6 types of self-repair strategy. Searching for a word, hesitation pauses and false start are the most frequent used by the student in their daily conversation. Then, the researcher finds 18 self-repairs which are not categorized in the main 6 types. They are combination types which formed by 2 main types. Based on the finding, the researcher hopes this research will help the student how to hold the floor in conversation, for the teacher in knowing their students' ability and also for the further researcher to do research in analyzing the combination types.

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ABSTRAK

Muchibbah, Rizka Nisaul. (2020) *"Self-Repair Strategies Used by 11th Grade at MBI Amanatul Ummah Pacet Mojokerto"* An Undergraduate Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: Hilda Izzati Majid, MA, Advisor II: Drs. Muhtarom, M.Ed., Grad. Dipl. TESOL.

Keywords: Self-repair Strategies, daily activity

Kesalahan dalam berkomunikasi sering terjadi di setiap percakapan yang akan membuat kendala pembicara. Dalam permasalahan ini, self-repair strategy akan membantu pembicara dalam menyelesaikan permasalahan ini. Ada 6 tipe di dalam self-repair strategy: error correction, searching for a word, hesitation pauses, immediate lexical changes, false start and instantaneous repetition. Penelitian ini bertujuan untuk mendeskripsikan self-repair strategy yang digunakan oleh siswi kelas 11 di MBI Amanatul Ummah Pacet Mojokerto di percakapan keseharian mereka. Disamping itu, untuk menemukan self-strategy yang paling sering digunakan di dalam percakapan keseharian. Penelitian ini menggunakan pendekatan kualitatif dan model deskripsi dalam menjelaskan hasil penemuan dari rekaman. Rekaman-rekaman didapatkan dari 18 orang siswi dengan menggunakan metode simple random sampling, yang mana disetiap kelas terdapat 2 siswi. Sementara itu hasil penelitian menunjukkan bahwa siswi kelas 11 menggunakan semua 6 tipe self-repair strategy. Searching for a word, hesitation pauses dan false start adalah tipe yang paling sering digunakan oleh siswi dalam percakapan keseharian. Kemudian, peneliti menemukan 19 self-repair yang tidak termasuk dalam 6 tipe utama. Mereka adalah kombinasi yang terbentuk dari 2 tipe utama. Berdasarkan pada hasil penemuan, peneliti berharap bahwa penelitian ini akan membantu siswa dalam menguasai percakapan dengan baik, untuk guru akan membantu dalam mengetahui kemampuan siswa, dan juga peneliti selanjutnya supaya melakukan penelitian tentang tipe kombinasi.
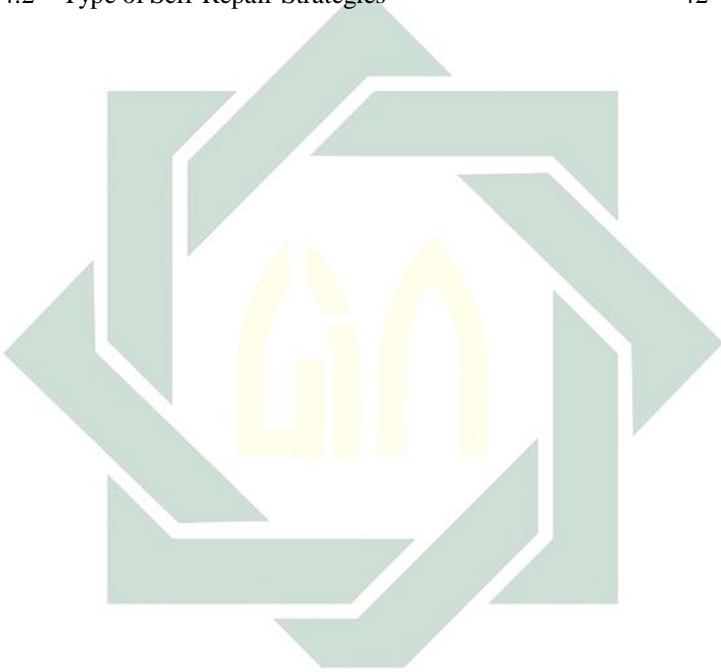
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LIST OF ABBREVIATION

MBI	: Madrasah Bertaraf Internasional/ International Standard School of Amanatul Ummah
LAPENSA	: Lembaga Pengembangan Bahasa
INC	: Islam Nusantara Centre
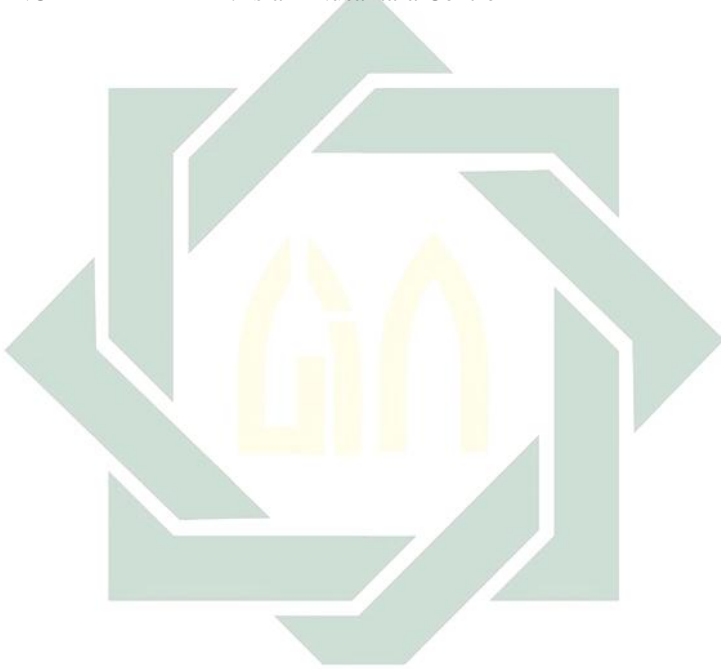
LIST OF SYMBOLS

1. * = lengthening (Searching for a word)
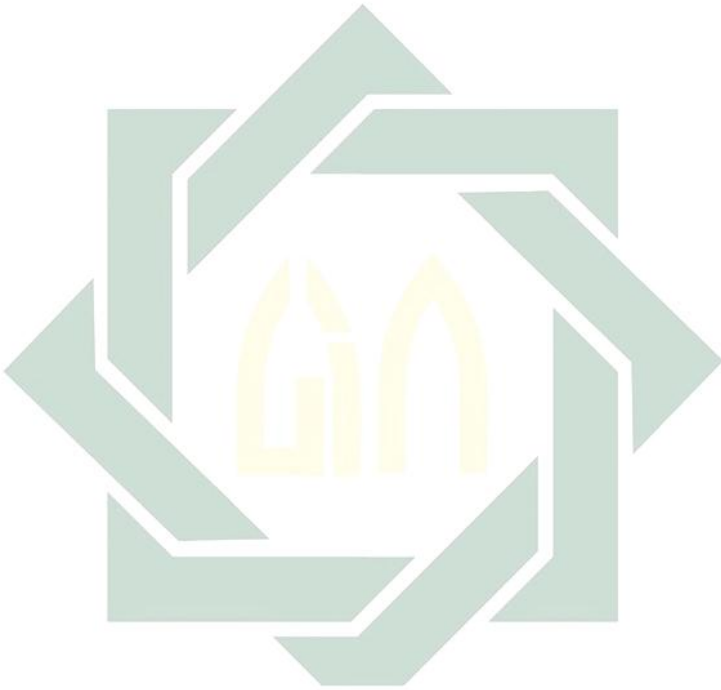
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CHAPTER I

INTRODUCTION

This chapter initially presents the area of the study; research background, research question, objective of the research, significance of the topic, scope and limitation, and the last is definition of key terms.

A. Research Background

Speaking is an activity which is very closely related to human habit. Every day, human will communicate with others. In this section, the listener will pay attention to what the speaker talked. The listener will analyse the speaker's meaning, moreover in unintended meaning. Speaking skill forces the speaker to elaborate all their knowledge in productively.[1] The researcher believes that speaking skill is a basic activity to catch the communication and attention with others. Then, when people have good ability in speaking, it includes the way the speaker drives the topic, speaker's attitude, manner, and other aspects in speaking, it will make the communication interesting and successful.

Speaking skill is not just struggling only in social life. English education often talks about speaking skill, moreover there are some or almost all the English testing take speaking section to know their skill about English.[2] It means either social life or education forces the human to be a good speaker. In fact, speaking in English was learned by Indonesian students since they were in elementary school, moreover some kindergartens gave English subjects to their students. However, according to Lie that even the students spend their time in many years to learn about English, just view graduate students are able to speak and communicate in English.[3] In communication, almost all the speakers will always get some errors in delivering their meaning. During this activity, the

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[1] Scott Thornburry. *"How to Teach Speaking".* New York: Longman. 2005, 1
[2] Louma, Sari, *"Assessing Speaking"* Cambridge University Press, 20
[3] Marlina, Leni (2013), *"Learning English as Foreign Language in Indonesia through English Children's Literature",* State University of Padang Malaysia, 41

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listeners are followed by some questions about the speaker's utterances. It rises from any aspects, such as error in some words; it includes the speaker's pronunciation not clear, unintended meaning, interpretations and so on.

Communication errors happen inherently in every single conversation which will make some obstacles when the speaker talks.[4] It is especially happening almost to the EFL learners who face problems in speaking. It may come from their English background, lack of confidence to speak in English, afraid, and shy.[5] Then in other research stated that age, environment, personality, motivation may influence the speaker also.[6] However, they can correct it. It may be from the speaker or the listener.[7] According to Schegloff et al, repair is the strategy to deal with the error or miscommunication problem in speaking, hearing or interpreting the meaning in conversation.[8] Thus, communication errors happen because of many factors. It can be from the speaker's motivation, lack of confidence, personality, environment, and many other aspects.

Schegloff et all divided repair into two types, namely self-initiated repair and other-initiated repair.[9] Those two types have some similar names in some research. However, the researcher uses those types as self-repair and other-repair which have differences in meaning and function. Schegloff defines self-repair is when the speaker makes error, realize it, cuts off the utterances, then repair it.[10] Self-repairs are phenomena which indicate some troubles or

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[4] Canonio Jervis, et al., "Repair Strategies on Spoken Discourse" *International Journal of Scientific and Research Publication Volume 7, Issues 11,* November 2017, 1

[5] Sam Rany, "Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos", *International Journal of English Language Education Volume 1, No 1,* January 2013, 180

[6] Mufit Senel, "Suggestions for Beautifying the Pronunciation of EFL Learner in Turkey", *Journal of Language and Linguistics Studies Volume 2, No 1*, April 2006, 112

[7] Rintaro Sato, "Self-Initiated Self-Repair Attempts by Japanese High School Learners while Speaking English", BRAIN. *Broad Research in Artificial Intelligence and Neuroscience Volume 3, Issue 2,* Japan: Nara University of Education, 17

[8] Nguyen Thi Quynh Hoa and Nguyen Thi Minh Hanh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill to B2 Level Learners", 1

[9] Ibid, 2

[10] Ghaleb Rabab'ah, "Strategies of Repair in EFL Learners' Oral Discourse", *English Language Teaching.* Vol.6, No. 6, 2003, 2

error inappropriate structure, word search in speaker's utterance.[11] While other-repair is the listener involves the speaker's problem source when the speaker got difficulties in flowing utterances, then the speaker will repair it.[12] In short, those two kinds repair have different meaning. Self-repair strategies mean the speaker repairs their mistakes by themselves. While, other-repair means the speaker repairs their mistakes after the listener involve in it.

According to these theories, it has been clearly defined that the researcher will use Schegloff's theories who divided repair into two types: Self-repair and other-repair. However, the researcher decides to discuss about self-repair which the speaker do repair while he or she realize there are some errors in their utterances.[13] As additional information, the researcher found that self-repair has some similar names, such as self-initiated repair, self-initiated same-turn self-repair, self-initiation, and self-completed repair. All these terms have similar definitions, however the researcher uses self-repair as the term in this research.

Justifying oral error directly is not good for the speaker, especially for the students. When the simply corrects the speaker's error, the speaker will not recall and incorporate the form during the conversation. In other hand, when the speaker or the students correct their errors by them self, it will make them learn more.[14] It is similar to the phenomena which occur in the English education system. When the student finds difficulty in the word's meaning, almost every student will ask the teacher directly. Some teachers will answer it directly and others will ask students to find it in their own dictionary. They said the students will understand the long-term memory through searching for the word's meaning by themselves.

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[11] Caroline Lea Anne Marie Rieger, Doctoral Dissertation: *"Self-Repair Strategies of English-German Billinguals in Informal Conversations: The Role of Language, Gender, and Linguistics Proficiency"* (University of Alberta, 2000), 103

[12] Nguyen Thi Quynh Hoa and Nguyen Thi Minh Hanh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill to B2 Level Learners", 4

[13] Ghaleb Rabab'ah, "Strategies of Repair in EFL Learners' Oral Discourse", *English Language Teaching*. Vol.6, No. 6, 2003, 2

[14] David Nunan – Kathleen M. Bailey. (Eds.). Practical English Language Teaching Speaking

The researcher keeps her interest to do the research in MBI Amanatul Ummah Pacet Mojokerto. MBI Amanatul Ummah (Madrasah Bertaraf Internasional) is known as the International Standard School of Amanatul Ummah. MBI Amanatul Ummah is famed with their language days and also language regulation. In this boarding school, there is LAPENSA Department *(Lembaga Pengembangan Bahasa*) who arranges and makes any roles about language in the school and also in the dormitory. Actually, there are some programs which are made by LAPENSA. Such as, students mentoring, daily speaking, *Muhadhoroh Sughroh, Muhadhoroh Kubro,* Language Competition, and etc. All these programs have run in the school and dormitory areas. It applies in the 10th and 11th graders who are forced to speak in foreign language. Considering the roles which apply in the 10th and 11th graders are different, the researcher decides to choose 11th female graders as the object of this research. Precisely, the researcher will investigate their daily conversation through the activity.

In other reason, the researcher conducts this research in MBI Amanatul Ummah Pacet Mojokerto because Amanatul Ummah got new achievement as "The Inspiring Modern Boarding School" from "Islam Nusantara Centre" (INC) in "Santri of the Years" event and they have won many awards from various competitions in this country and other c ountry.

The first previous study was done by Canonio, Nonato and Manuel.[15] This research analyses the trouble source and the frequency in the four kinds of repair based on Schegloff's other opinion. So, this research also gave the percentage of four kinds of repairs which are often used by the Cagayan State University's students.

Then, the second previous study was done by Hoa and Hanh, as senior lecture at the University of Da Nang, University of Language Studies and Doctoral students of the English Language.[16] The result of this study shows that they analyse all the strategies either self-repair or other-repair from four English movies. Hoa and

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[15] Canonio Jervis, et al., "Repair Strategies on Spoken Discourse" *International Journal of Scientific and Research Publication Volume 7, Issues 11,* November 2017, 1

[16] Nguyen Thi Quynh Hoa and Nguyen Thi Minh Hanh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill to B2 Level Learners".

Hanh conducted this research because language competence in the Common European Framework of Reference for Languages (CEFR), level B2 explained that the students should be able to make good interaction and use repair. This research will clearly contrast from those previous studies. It focuses on the strategies of self-repair used by 11th graders in MBI Amanatul Ummah Pacet Furthermore, this research uses qualitative descriptive methods in analysing the finding data.

The third previous study was done by Baity (2019). She graduated from English Department of Sunan Ampel State Islamic University.[17] The researcher discussed about types of repairs based on Schegloff et al's theory which appeared in talk show. According to theory, Repair consists of 4 types. There are Self-initiated self-repair, Other-initiated self-repair, Self-initiated other-repair and Other-initiated other-repair. In addition, the researcher also analysed position of repair and pattern of repair completion. In the finding of this research, the researcher explained that Self-initiated self-repair occurred 81 times, 7 times was founded in Other-initiated self-repair, 6 times was Self-initiated other-repair and Other-initiated other-repair was twice. Then same-turn position is the most frequent used when the speaker repaired error in their conversation. While for the pattern, the researcher found eight patterns in the conversations.

The fourth previous study was done by Trisanti (2017). She graduated from Faculty of Languages and Arts.[18] The researcher discussed types of self-repair used by the tertiary level learners of the English Department at Universitas Semarang. Those types are Self-Initiated Self-Repair (SISR) and Self-Initiated Other-Repair (SIOR) which are used in their speaking for general purpose class. In that class, the participants were given a rubric which contains self-repair aspects and also they have to evaluate their speaking performance as self-assessment. Then, the result shows that SISR and SIOR occur many times. In detail, SISR occurs 18 times 40% and for SIOR is 27 times 60%. In sum, Self-Initiated Other-Repair is mostly used in this

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[17] Diayana Nur Baity, Thesis: *"Conversation Repair in Selected Episodes of British Late-Night Show "Graham Norton Show" (Conversation Analysis)"* (Sunan Ampel State Islamic University,2019)

[18] Novia Tri Santi, *"Self-Repair as Students Development-Oriented Self-Assessment in Oral Performance",* Journal of Language and Literature, (Universitas Negeri Semarang, 2017)

research. While in this present research is contrast with this previous study because the previous study used two types of repairs, which are self-initiated self-repair and self-initiated other-repair. However, in this present study investigates types of self-repair strategies which consist of six types based on theories.

The fifth previous study was done by Wisrance (2017). The researcher was graduated from Nusa Cendana University, Kupang.[19] This research is conducted in the third semester of the English Study Program of Widya Mandira Catholic University Kupang in a speaking class. In this research, the participants engage with their lecture to have some topics to be discussed in speaking class. As a result, the participants often repair their vocabulary, pronunciation and also grammar. While, for types of self-initiated self-repair, they often used replacement, partial repetition of pronunciation, completion, correction, repetition by modifying intonation, modification, and rearranging. In sum, the previous study was conducted in speaking class at university. While this present study focuses on daily speaking and investigates types of self-repair according to Schegloff's theories.

The sixth previous study was done by Novitasari and Imperiani. The researchers were graduated from English Language and Literature Study Program of Universitas Pendidikan Indonesia, Bandung.[20] This research investigates the types of self-repair and also technique of repair based on Schegloff, Jefforson and Sacks theory. The types are Self-initiated self-repair, Self-initiated other-repair, Other-initiated self-repair and Other-initiated other-repair. The researchers collect video of classroom interactions as the data of this research then transcribed it. As a result, other initiated self-repair is the most frequently used for beginner level. Then the teacher frequently asks questions to the students for clarification. In sum, the previous study discussed four kinds of repair, self-initiated self-repair, self-initiated other-repair, other-initiated self-repair and other-

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[19] Maria Wihelmina Wisrance, *"An Analysis on the Self-Initiation Self Repair Strategies of the Third Semester Students of English Study Program in the Oral Interaction with Their Lecture at Widya Catholic University Kupang in Academic",* Nusa Cendana University, 2017

[20] Tita Novitasari and Ernie D. A. Imperiani, *"A Conversation Analysis of Repair Strategies in Indonesian Elementary EFL Students",* English Language and Literature and Study Program, Universitas Pendidikan Indonesia (2019)

initiated other repair. On the other hand, the present study used six types of self-repair strategies to correct the problem in daily speech.

The seventh previous study was done by Ardini (2015). The researcher was graduated from Universitas PGRI Semarang.[21] The researcher investigates the way how eminent teachers handle speaking class in a senior high school. In this research, the researcher uses 2 kinds of repair which are repetition and self-initiated repair. This study uses qualitative descriptive, thus in the finding section, the researcher presents the data in percentage. In finding, the teacher frequently used repetition rather than self-initiated repair. 45 times of 210 utterances for repetition (13.81%) and 16 times of 210 for selfinitiated repair (7.61%). The findings also indicate that the teacher makes a lot of effort in teaching English, even if the students lack motivation in learning English. In sum, the previous study used two kinds of repair, which are repetition and self -initiated repair. And also the subject is an eminent teacher in handling the class. However, this present study focused on six types of self-repair strategies and also the subject is 11th grade female at MBI Amanatul Ummah Pacet.

The eight previous study was done by Haniah, Sasongko and Fauziati. They were from Universitas Sebelas Maret and Universitas Muhammadiyah Surakarta.[22] This study investigates repetition as self-repair in academic speaking. Furthermore, the researchers find types of lexical elements which are used in repetition and also the reason why they used it. Then, the result presents that the participants frequently used type D as the repair. Which consists of repetition and replacement in a lexical word, in detail nouns as the most frequently repeated by the participants. Then, the participants used repetition because they need time to think of the next word that they will utter. In sum, this study only focused on repetition in repairing some problems. And also the previous researchers found the reason for using repetition. Meanwhile, the present study described about six types of self-repair and also found the most frequently used in those types.

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[21] Sukma Nur Ardini, *"Repair Strategies of Teacher's Talk in EFL Classroom"*, Universitas PGRI Semarang (2015)

[22] Amanda Ummu Haniah, et.al,. *The Use of Repetition as Self-Repair of an EFL Learners.* Universitas Sebelas Maret, Universitas Muhammadiyah Surakarta, 2020

In sum, this present study describes about self-repair strategies which divided into 6 types. These are error correction, searching for a word, hesitation pauses, immediate lexical changes, false starts, and instantaneous repetitions. While the previous studies focus on large area. They describe about 2 kinds of repair as self-repair and other repair. Moreover, they use their own theories based on expert. Thus, in each study have different explanation and also the result.

In addition, this present study analysed the students' speaking in their daily activity. The researcher collects the students by simple random sampling which in each class consists of 2 students. The researcher also takes the audio in their free time to get clear audio in conducive situation.

B. Research Question

Based on the facts and problems which are written on the background of this study, this research will be intended to answer this following question:

"What are the self-repair strategies used by the 11th graders at MBI Amanatul Ummah Pacet Mojokerto in their daily conversation?"

C. Objective of the Research

The objective of this research is to describe self-repair strategies used by the 11th grade of females at MBI Amanatul Ummah Pacet Mojokerto in their daily conversation.

D. Significance of the Topic

The research finding has expected to give some advantages and contributions as follow:

1. Theoretical

The result of this study will verify the previous study in analysing the self-repair strategies that the students also use other

kinds of self-repair strategies. Considering most previous studies analyse and focus only a few types of self-repair.

2. The English teacher

    The result of this study can be used as the references or information about the repair strategies often used by the students in their daily conversation. Hence, the teacher will treat the students to improve their speaking ability.

3. Further researcher and reader.

    The result of this study will give information about self-repair strategies. Henceforth, further researchers may use this finding with other finding's research which take place in different places, then compare and analyse it to be new research.

E.   Scope and Limitation

The researcher limited this research in order to reach the aim that has been written in the objective of the research before.

1. Scope of the Research

    This study is conducted on 11th graders of females in daily conversation during their activity at MBI Amanatul Ummah Pacet Mojokerto in the academic year 2019/2020. This research is focused on describing self-repair strategies used by the 11th grade of females. Then, the researcher also describes self-repair strategies commonly used in their daily conversation in MBI's areas.

2. Limitation of the Research

    The researcher limits this research only to the 11th grade female in MBI Amanatul Ummah Pacet Mojokerto who obeys the LAPENSA's program to speak English the whole day perfectly in every English week. It includes their grammar and diction. Meanwhile the grammar consists of some parts which are the part of speech, sentence, phrase, and clause. Moreover, no excuse to speak in another language even if it is one or two words. When they speak or break the roles, they will get punishment from LAPENSA.

It is very different from 10th grade's role. They may speak in Indonesian, Javanese or other languages only in a word in a sentence. The researcher believes it is a good time to collect data because it will be the new academic year and the researcher will find self-repair strategies in their daily conversation. Moreover, they just come into their dormitory and they have a long holiday.

In this case, the researcher took the audio during the students' daily activities in the school area. It consisted of 18 students who were the subject of this research. The researcher took the audio in the school area, such as in the classroom, gazebo and corridor's school. Indeed, the researcher took the audio when the students got free time or break time. The researcher avoided trouble in the audio as the main data, therefore the researcher did not take any public places where it is very noisy. For other reasons, it would happen more naturally than inside the classroom while actively learning with their teacher. The students felt unconfined and shy when they spoke around the teacher.

F. Definition of Key Terms

In order to make the reader know what this research is about, the researcher shows the important key terms that will often be mentioned in this research. These key terms to avoid misinterpreting among the readers. Then the key terms will be stated below.

1. Self-Repair

According to Rieger, self-repairs are phenomena indicating some errors in the speaker's utterances spontaneously. It consists of trouble structure, pronunciation, meaning, and intonation.[23] Liddicoat explained that self-repair is when the speaker will indicate her or his error then execute the problem. The speaker will cut-off their utterances then start to speak again.[24] Then based on Schegloff theory, when the speaker initiates flow of the non-lexical initiator

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[23] Lea Anne Marie Rieger, Doctoral Dissertation: *"Self-Repair Strategies of English-German Billinguals in Informal Conversations: The Role of Language, Gender, and Linguistics Proficiency"* (University of Alberta, 2000), 103

[24] Diayana Nur Baity, Thesis: *"Conversation Repair in Selected Episodes of British Late-Night Show "Graham Norton Show" (Conversation Analysis)"* (Sunan Ampel State Islamic University,2019), 20

such as quasi lexical filler *uhm* and *em*, lengthening sounds, stop, and then repair it.[25]

Self-repair in this paper means the 11th grade of female students fix their trouble, mistake, and slip tongue. Indeed, each student has a different level of English skill, then the obstacle in the speaking section likely happens to them and they can break the roles by LAPENSA. To prevent the punishment, they should fix their trouble in speaking as soon as possible.

2. Self-Repair Strategies

According to Schegloff's theory, there are 6 strategies in self-repair. While self-repair strategies mean the way how the speaker repairs their problem in utterances. Schegloff mentioned the six self-repair strategies based on his previous study are error correction, searching for a word, hesitation pauses, immediate lexical changes, false starts, and instantaneous repetitions.[26] These 6 self-repair strategies will be used in answering the research question.

In this paper, a self-repair strategy means how the students correct problems in their utterances by speaking. In this case, based on the Schegloff theory, the student will correct their mistakes by 6 types or in other word; the student will use 6 types of self-repair strategies. Moreover, it will not be impossible when the students use combination types. Indeed, the researcher will group and analyse self-repair strategies used by them on daily activity. Then, make a conclusion which types are often used by 11th grade female students in their daily conversation.

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[25] Ghaleb Rabab'ah, "Strategies of Repair in EFL Learners' Oral Discourse", *English Language Teaching*. Vol.6, No. 6, 2003, 2

[26] Nguyen Thi Quynh Hoa and Nguyen Thi Minh Hanh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill to B2 Level Learners", 3

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some theories and previous studies that were done by the expert or other researcher. The theories as the base for this research. Then, the previous studies give the information to the researcher about kinds of self-repair strategies.

A. Theoretical Framework

1. Self-Repair

Schegloff stated that self-repair is speaker's initiation use non-lexical initiator then repairing segments come after that.[27] While non-lexical initiator means quasi lexical filler, such as um, uh, mm, cut off and lengthening the sounds. In addition, Schegloff added that self-repair is when the speaker gets problem with their utterances while he or she repairs it both initiates and complete the repair.[28] In other definition stated self-repair is speaker makes some errors, realize it, stop the utterances then he or she repairs the errors.[29] In this paper stated self-repair strategies means the speaker does some mistakes and they repair it by themselves. Indeed, there are many ways in repairing the mistakes.

Furthermore, in other research, self-initiated same turn self-repair as known as self-repair is comprised from repair strategies which used by the speaker of the repairable.[30] The researcher decides to use Schegloff's theories because his theories were used in much research, especially in repair terms.

In the previous chapter, the researcher had explained that 11th grade female students should obey the roles which practice or

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[27] Ghaleb Rabab'ah, "Strategies of Repair in EFL Learners' Oral Discourse", *English Language Teaching.* Vol.6, No. 6, 2003, 2

[28] Ibid

[29] Ibid

[30] Caroline L. Rieger, "Repetitions as Self-Repair Strategies in English and German Conversations", (University of British Columbia, Department of Germanic Studies), *Journal of Pragmatics*, 2003, 2

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speak in English perfectly. It consists of the grammar and also the diction. However, grammar itself has broad meaning. In this paper, the grammar means part of speech, sentence, phrase, and clause which in each of them has different parts. It will be explained below:

a. Grammar

Grammar is the way how the speaker combines both words and phrases in the language.[31] Then, grammar describes the speaker's knowledge about language.[32] In other theory describes that grammar is putting some words in a sentence in the right way, however grammar also affects the meaning of that sentence.[33] In sum, grammar has important roles in language. Using the right grammar will help others knowing the right meaning correctly.

However, grammar is divided into some parts. They are part of speech, sentence, phrase, and clause. Indeed, each of these that was made.

1) Part of Speech

Part of speech has an important role in learning English. Part of speech helps the learners in studying English efficiently. The students cannot make a good communication in speaking section because they do not have enough about part of speech.[34] Thus, every student should understand this basic skill to learn English. Then, part of speech divided into some parts:

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[31] Richards C. Jack and Schmidt Richard, Dictionary of Language Teaching and Applied Linguistics, (Pearson Education Published, 2002), p. 251

[32] Ibid, 252

[33] Penny Ur, A Course in Language Teaching Practice and Theory, (London: Cambridge University Press, 1996), 75

[34] Sukanya Khaisaeng - Nutprapha K. Dennis, "A Study of Part of Speech Used in Online Student Weekly Magazine". International Journal of Research. Vol.5. 44

a) Noun

Noun is a word which shows person name, place, things, or animal.[35]

Example: She goes to the school by car.

Her mother is a lawyer.

b) Pronoun

Pronoun is a word which is used to change the noun in the sentence. The function of this pronoun to prevent the multiple words in that sentence. While pronoun consists of some parts:

a. Personal pronoun (I, you, we, they, she, he, it)
b. Possessive Pronoun (Mine, yours, ours, theirs, hers, his, its)
c. Reflexive Pronoun (Myself, yourself, ourselves, themselves, herself, himself, itself)
d. Demonstrative Pronoun (This, these, that, those)
e. Indefinite Pronoun (Each, one/ones, someone, everyone, nobody, many, several)
f. Interrogative Pronoun (Who, whom, whose, what, which, where, when, why, how)
g. Relative Pronoun (Who, whom, whose, which, what, that)

c) Verb

Verb is a word which shows an activity or does something.[36]

Example: I study English every night

He has gone

d) Adjective

An adjective explains or describes a noun or pronoun

Example: She is pretty. She has a good skin

Dad has a red car. He bought it last week

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[35] Dony Hariyanto and Drs. Rudy Hariyono, "English Grammar for General Application",Gitamedia Press, 28

[36] Ibid, 122

e) Adverb

An adverb explains or describes a verb, adjective or another adverb.

Example: The cat runs quickly

She wears dress well, thus she looks so beautiful

f) Preposition

Preposition explains or describes a verb, adjective or another adverb. In general, adverb places before the noun or pronoun.[37]

Example: I have walked about the village

The fan is above the floor

g) Conjunction

Conjunction is a word which functions to connect words and sentences.[38]

Example: She is not only beautiful but also very kind

I am happy but she is sad

He will be late if you do not go earlier

h) Interjection

Interjection is a word which shows a strong feeling. For example: sad, happy, excited, amazed, angry and so on. According to the expert, interjection is the oldest word because firstly, human used interjection to have a communication with others.[39]

Example: Gracious!

Hi!

What a lovely eye!

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[37] *Ibid*, 178

[38] *Ibid*, 178

[39] *Ibid*, 212

2) Sentence

Sentence is a group of words which show someone's thought and sentence should arrange in the right order to get the right meaning.[40] There are some kinds of sentence:

a) Declarative

Declarative sentences or as known as affirmative sentences function as news or declare an announcement. It can be a positive sentence or negative sentence.
Example: I go to school on foot
       I am not lazy

b) Interrogative

Interrogative sentence is a sentence which used to ask something. It can be from the positive form or the negative form.[41]
Example: Do you study English every day?
       Do not you bring my cell phone?

c) Imperative

Imperative sentence indicates to ask, command, forbid, and pray.[42]
Example: Let's do this!
       Don't be cruel!

d) Exclamatory

Exclamatory sentences function to express the feeling spontaneously at that time. It can show feeling happy, excited, amazed, annoyed, sad etc.[43]
Example: It is a wonderful day!
       Omg, I am so jetlag!

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[40] Dony Hariyanto and Drs. Rudy Hariyono, *"English Grammar for General Application",* Gitamedia Press, 11

[41] *Ibid*, 14

[42] *Ibid*, 15

[43] *Ibid*, 17

3) **Phrase**

Phrase is a group of words which has own meaning, then phrase is part of sentence.[44] Phrase divided into three types, these are:

a) **Noun Phrase**
Noun phrase is a noun which functions as the subject or the object in a sentence.
Example: That beautiful woman is my mother.
She is a prime minister of England.

b) **Verb Phrase**
Verb phrase consists of auxiliary verb and verb which explain a certain time.[45]
Example: I can walk
She has gone

c) **Adjective Phrase**
Adjective phrase is an adjective which functions to explain the noun in the sentence.[46]
Example: The girl with curly hair is my girlfriend
The house with the green color is my house

d) **Adverb Phrase**
Adverb phrase is a phrase which functions as an adverb in the sentence.[47]
Example: My friend has come in my house
His move is very quickly

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[44] *Ibid*, 17
[45] *Ibid*, 18
[46] *Ibid*
[47] *Ibid*

4) **Clauses**

Clause is a unit of words which contain subject and predicate. The predicate may verb and non-verb.[48] Clause divided into 2 types:

a) **Main Clause**

Main clause is an independent clause which can stand alone and has a complete meaning.[49]
Example: He went to school yesterday
She sweeps the floor everyday

b) **Subordinate Clause**

Subordinate clause is a dependent clause which cannot stand by itself. They need a main clause to brave their meaning.
Example: He is the man whose son was died yesterday.

b. **Diction**

According to Keraf that definition of diction is divided into 3: First, diction is a word used to show the thought with the right expressions. This word is the best style used in that situation. Second, diction is grouping the best form which is appropriate to the hearer in catching the meaning. Third, diction is choosing the right and suitable word which express that situation by having vocabularies.[50] In short, As the speaker should have a strategy in choosing a word while conveying their thoughts. Furthermore, the listener will get the meaning easily. In preventing the issue, the speaker should have a large vocabulary. Then, they can know and elaborate their ability in speaking English.

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[48] *Ibid*, 19
[49] *Ibid*, 19
[50] Ahmed Sardi, et,al., "The Distict Types of Diction Used by EFL Teachers in the Classroom Interaction", International Journal of Science and Research (IJSR), 1062

2. Self-Repair Strategies

Schegloff et all has been done with their research and it talked about self-repair in conversation. Self-repair consists of 6 strategies, such as error correction, searching for a word, hesitation pauses, immediate lexical changes, false starts, and instantaneous repetitions.[51] While according to Rieger in her thesis mentioned, there are 5 types of self-repair strategies. Such as hesitations or word searches, filler, repetition or recycling, replacement, then the last is false start and restart or fresh starts.[52] Those two theories are used by many researchers in dealing with repair.

The researcher used Schegloff's theory as the main theory in dealing with self-repair strategies in this research. In addition, the researcher will use Rieger's theory, and Fox Tree and Clark's theories to support the main theory in this research. While 6 self-repair strategies will be explained below:

a. Error Correction

Error correction is known as trouble source correction. This strategy drives the speaker to correct their accidental trouble source, such as phonemic, lexical, and morphemic.

1) Phoneme Errors

Phoneme errors mean the speaker makes an error or trouble in the level of phoneme. Whether it can happen from substitutions, additions, and deletion.[53] These errors happen within a word, however it frequently happens between separate words.

a) Anticipation: The speaker substitutes target phoneme earlier than the intended original phoneme
E.g. Also share – Alsho share

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[51] Nguyen Thi Quynh Hoa and Nguyen Thi Minh Hanh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill to B2 Level Learners", 3

[52] Lea Anne Marie Rieger, Doctoral Dissertation: *"Self-Repair Strategies of English-German Billinguals in Informal Conversations: The Role of Language, Gender, and Linguistics Proficiency"* (University of Alberta, 2000), 104

[53] David A. Rosenbaum,"Human Motor Control", 327

Sea Shanty – She Shanty

b) Perseverance: Preceding error by interfering segment.
E.g. Walk the beach – Walk the beak
Sally gave the boy – Sally gave the goy

c) Exchange: It is also called a combination between anticipation and perseverance. It gets changed in the order of the sound segment.
E.g. Feed the dog – Deed the fog
Left hemisphere – Heft lemisphere

2) Lexical Errors
Lexical error is when the speaker makes an error in selecting the word in their sentence.[54] The lexical error can be replaced easily by changing the best word without changing the order of the word.
• The difference between procedure and explanation text. While it should be: The differences between procedure and explanation text.
• I took a drink of an apple. While it should be: I took a bite of an apple.

3) Morpheme Errors
Morpheme error is when the speaker makes error in subsequent to the syntactic planning in the sentence.[55] There are some types of morpheme error:
a) Inflectional
When the speaker changes the word placement but there is no change in the morpheme.
E.g. Bed time – Time bed
b) Derivational
When the speaker utters the word and there are some errors in the root of words, then also getting errors in the morpheme addition.

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[54] Hawa Fadhila, "Errors in Speaking English Made by Students of English Department of Muhammadiyah University of Surakarta", 11
[55] Fromkin, V.A. (1973). "Speech Errors as Linguistics Evidence". The Hague: Mouton

E.g. Easily enough – Easy enaoughly

b. Searching for a word

When the speaker gets some problems in their utterances, they will elongate the time while the speaker will find out the correct word and mention it.[56]

Eg. Well, I think enough for today and* forgive for our mistakes

In this term, the speaker elongates the word and* to be *aanndd* to find out the next word.

c. Hesitation Pauses

Hesitation pauses happen when the speaker does conversational silence. It means that the speaker will stop and silence in few seconds. It happens because the speaker cannot express their feeling or thought when the speaking on going.[57] Hesitations may fill by place holder, such as lexical filler (right, I mean, well, you know), quasi lexical filler (uh, uhm) and lengthening the sounds.[58]

Eg. Olive: You know Marry uh... oh... what was it..uh.. Thompson[59]

The speaker uses quasi lexical filler (uh... oh...) when she does not find the right word that she needs. Then, she can repair it after that.

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[56] Aliyatus Sofa, "Hesitation Pauses in Conversational Interaction of the English Letters and Language Department's Students at the Islamic University of Malang", 17

[57] Ibid

[58] Anne Marie Rieger, Doctoral Dissertation: *"Self-Repair Strategies of English-German Billinguals in Informal Conversations: The Role of Language, Gender, and Linguistics Proficiency"* (University of Alberta, 2000), 104

[59] Nguyen Thi Quynh Hoa and Nguyen Thi Minh Hanh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill to B2 Level Learners", 3

d. Immediate Lexical Changes

The speaker often replaces or changes the word when they did not use the exact word. They have used idioms till the listener did not get the meaning.[60] In other words the speaker gives another or specific explanation to make the listener understand what the speaker means.

Eg. "Well, is that your old manager, Marty Klein?"

The speaker finds that the listener will get confused about the old manager's meaning. Then the listener adds the proper name of the old manager in order to make the listener understand.

e. False Starts

The speaker begins the conversation with error, so the speaker must repair it in order the listener will understand the speaker's saying.[61] False start will help the speaker to think of the next word that they will say. In other research defines when the speaker rearranges the wrong statement into good order.[62] While according to Rieger, the speaker will utter the false start the stop in the middle of their utterances after or lexical or quasi lexical item.[63]

Eg. S: "It's a dog show. I like that!".
     L: "I didn't know you liked a dog".
     S: "I don't like a dog. I like those women with their dogs".

In this conversation, the speaker starts with the wrong sentence and he do not realize it. Then when the listener asks

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[60] Ibid, 4

[61] Ibid, 3

[62] Maria Wihelina Wisrance, "An Analysis on the Self-Initiation Self-Repair Strategies of the Third Semester Students of English Study Program in the Oral Interaction with their Lecturer at Widya Mandira Catholic University Kupang in Academic", *International Journal of Research-Grathaalayah*, 2017, 6

[63] Lea Anne Marie Rieger, Doctoral Dissertation: *"Self-Repair Strategies of English-German Billinguals in Informal Conversations: The Role of Language, Gender, and Linguistics Proficiency"* (University of Alberta, 2000), 105

back to the speaker, the speaker repairs it and he explains what he means.

According to the Rieger,[64] when the speaker unintentionally does a false start, it is usually followed by a cut-off and fresh start or restart. The fresh start or restart can be followed by lexical or quasi lexical fillers. Rieger added that a false start is formed from.

1) The speaker does slip tongue when he or she utters some words
2) The speaker flows lexical or construction which does not appropriate with himself or herself utterances
3) The speaker realizes that he or she utters with wrong grammatical form
4) The speaker replaces about what his or her utterances in the last minutes
5) The speaker adds some additional information to the hearer, in order to make the hearer clearly understand

f. Instantaneous Repetitions

The speaker will use repetitions when they repeat some word in some categories.[65] According to the Rieger, repetition is a strategy in repairing the error when the function is not to emphasize or stress what the speaker wants to say[66] while other research said that repetition includes repetitions of personal pronouns, prepositions, indefinite articles and conjunctions.

1) Repetitions of personal pronouns (RPE)
2) Repetitions of Conjunctions (RC)
3) Repetitions of pronoun and conjugated verb forms or verbal phrases (RPV)
4) Repetitions of prepositions (RP)
5) Repetitions of definite articles (RDA)

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[64] Ibid 204

[65] Nguyen Thi Quynh Hoa and Nguyen Thi Minh Hanh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill to B2 Level Learners", 4

[66] Lea Anne Marie Rieger, Doctoral Dissertation: *"Self-Repair Strategies of English-German Billinguals in Informal Conversations: The Role of Language, Gender, and Linguistics Proficiency"* (University of Alberta, 2000), 105

6) Repetitions of demonstrative pronouns (RDE)
7) Repetitions of indefinite articles (RLA)[67]

Eg. A: You know, I-I mean th – he – they, y' know
      In this term, the speaker pronounces I repeatedly. So, the speaker can have more time to find the exact word.

B. Previous Studies

There are some previous studies which relate with this research. Thus, the researcher mentions the previous studies below in order to find out the gap and differences with this research.

The first previous study was done by Surono. She graduated from Sunan Ampel State Islamic University Surabaya.[68] This research used descriptive qualitative method in explaining her result. Based on the title clearly explains that the researcher conducted her research to the English student in spoken English class in knowing their self-repair strategies at UIN Sunan Ampel Surabaya. However, not only focusing on students' self-repair but also the researcher focused on the corrective feedback from the lecturer. This research guides the reader to know kinds of self-repair that appear in spoken English class according to Lavelt's theory and repaired by the lecturer. According to Lavelt's theory, self-repair divided into three, such as Different information repair (D-repair), Appropriateness Repair (A-repair) and Error repair (E-repair) and absolutely defined the teacher's feedback. This research took 29 students and 5 lecturer's feedback was recorded as data in this research. The result showed D-repairs got 13 of 29 students' presentation (44, 8%), A-repairs got 21 students' presentations (72, 4%), then E-repairs got 28 of 29 presentations (96, 5%). Then there are two types lecturer's corrective feedbacks in spoken English class, explicit correction, and elicitation. The students mostly do some errors in pronunciation and grammatical errors.

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[67] Ibid, 202

[68] Dika Liesnanda Surono, Undergraduate Thesis: *"Students' Self Repair in Spoken English Class at UIN Sunan Ampel Surabaya"* (Sunan Ampel State Islamic University of Surabaya, 2017)

The differences among this previous study with this paper, in the previous study talks about kinds of self-repair based on the Lavelt's theory which has 3 kinds of self-repair, then the researcher also does research about lecturer's feedback in repairing the students' problem during spoken English. While this paper will focus and identify the self-repair strategies in [11]th grade of females at MBI Amanatul Ummah Pacet Mojokerto.

The second previous study was done by Baity (2019). She graduated from English Department of Sunan Ampel State Islamic University.[69] Descriptive qualitative method is used in this research in analysing the data. The researcher discussed types of repairs based on Schegloff et al theory which appeared in talk show. According to theory, Repair consists of 4 types. There are Self-initiated self-repair, Other-initiated self-repair, Self-initiated other repair and Other-initiated other repair. In addition, the researcher also analysed position of repair and pattern of repair completion. In the finding of this research, the researcher explained that Self-initiated self-repair occurred 81 times, 7 times was founded in Other-initiated self-repair, 6 times was Self-initiated other-repair and Other-initiated other repair was twice. Then same-turn position is the most frequent used when the speaker repaired error in their conversation. While for the pattern, the researcher found eight patterns in the conversations.

The differences between the previous study with this paper is clearly defined, as the subject and repair itself. The researcher will analyse the 11th grade of females in MBI Amanatul Ummah while this previous study analyses the talk show. Then the researcher will conduct the research by self-repair strategy and this previous study talked about kinds of repair, position of repair and pattern of repair completion.

The third previous study which related with this study was done by Rabab'ah (2013) who comes from Department of Humanities and Social Science, College of Science and General Studies, Alfaisal University, Saudi Arabia.[70] This research took 10

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[69] Diayana Nur Baity, Thesis: *"Conversation Repair in Selected Episodes of British Late-Night Show "Graham Norton Show" (Conversation Analysis)"* (Sunan Ampel State Islamic University,2019)

[70] Ghaleb Rabab'ah, "Strategies of Repair in EFL Learners' Oral Discourse", *English Language Teaching.* Vol.6, No. 6, 2003

volunteer male and females from the Linguistics Department at Chemnitz Technical University (Germany) and the University of Jordan (Jordan). The researcher conducted this research to know how the participant can deal with their storytelling and do the repair strategies. This research also identified Jordanian and German's students employed their repair strategies which are self-initiated repair and repetition. While the researcher used two shorts from 100 free English short stories for ESL learners' stories to elicit data. This research only focused on the self-initiated repair and repetition because researchers believed both self-initiated repair and repetition often occurred in daily communication. The result showed both of two groups did repair when they got linguistic problems in their utterances. Another finding explained that Jordanian often used repair more than Germans. Both of the two groups more frequently used *repetition* than *self-initiated repair*.

The differences among this previous study and this paper are the subject, the instrument, the focus of this research. The present research will take 11th grade females in MBI Amanatul Ummah, then the researcher will collect the data by recording their daily conversation and analyze the self-repair strategies used by them. While the present research focuses on all self-repair strategies according to Schegloff's theory, this previous study focuses on self-repair and repetition.

The fourth previous study which relates with this study was done by Hoa and Hanh who are Senior Lecturer at the University of Da Nang, University of Foreign Language Studies, and Doctoral Student of the English Language with the title "Repair Strategies in English Conversations and their Application in Teaching English Interaction Skill to B2 Level Learners".[71] The researcher played 100 conversations which contained everyday familiar topics. Then the researcher asked all the participants to retell what the story talked about. The researcher recorded the participants' performance in front of the class. According to Common European Framework of Reference for Languages (CEFR), there are six types of language competence. The first level is B2 which required the students to be

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[71] Nguyen Thi Quynh Hoa and Nguyen Thi Minh Hanh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill to B2 Level Learners".

able to make good interaction skills and repairing in communication. Thus, the researcher wanted to know the students' level in interaction English skill. This previous research investigates both self-repair strategies and other-repair strategies. The result showed that all the strategies used in their explanation, it means that in teaching spoken interaction skill has been assessed great in qualified B2 level.

The differences among this previous study and this paper are the aim and instrument. The aim of previous study is to know the capability of students' level through B2 level which indicates B2 level required to make good interaction and repair their utterances whether in self-repair strategies or other repair strategies. While this study will focus only on types of self-repair strategies in the participants. In addition, this previous study used English film in collecting the data while for the present study use daily conversation.

The fifth previous study was done by Cananio, Nonato, and Manuel as the co researcher. All the researchers came from Department of Arts and Humanities, Cagayan State University, Philippines.[72] This previous study used the (R-V-I-A) method, as Record-View-Transcribe-Analyse. The participants of this study from Cagayan State University in the academic year 2014-2015. The researcher recorded both discourses inside and outside the classroom. There were 140 transcribing recorders as the main source of this previous study. While the objective of this previous study is the frequency of four types in repair. There is self-initiated self-repair, self-initiated other-repair, other-initiated self-repair and other-initiated other-repair. The conclusion explained that most of Cagayan's students used self-initiated self-repair.

Subject and the objectives of both the previous studies with this paper are different. In the previous study the subject is Cagayan University students while in the present study is the EFL senior high school female students. Then the objective of this study is to know the frequency of four types in repair while in the present study to know the most self-repair strategies used in EFL learners.

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[72] Canonio Jervis, et al., "Repair Strategies on Spoken Discourse" *International Journal of Scientific and Research Publication Volume 7, Issues 11,* November 2017, 1

CHAPTER III

RESEARCH METHOD

This chapter presents the research method used in this research. It includes the research design, research subject, setting and how the researcher collects the data

A. Research Design

This study used a qualitative approach because it dealt with some groups or some phenomena by 11th grade female students at MBI Amanatul Ummah Mojokerto. The researcher investigated through 11th grade's utterances while they did some daily activities in MBI's classes. Then, qualitative approach had well described and explained of processes in identifying the finding.[73] Hence, the researcher used descriptive design in explaining the findings.

This research used content analysis because the researcher took the audio recording and analysed it based on the theories. Content analysis examines the document or recording to get the data finding.[74] Then in other explanation mentions content analysis deals on analysing and interpreting recorded material in human behaviour.[75] The researcher believed through analysing and interpreting the recording materials will get the finding about the self-repair strategies used by 11th graders at MBI Amanatul Ummah Pacet Mojokerto. So, the researcher recorded the whole dialogues or their daily speaking, then the researcher cut-off the record which contains types of self-repair strategies.

[73] Matthew B. Miles – A. Michael Huberman, *Qualitative Data Analysis Second Edition,* (SAGE Publications, Inc, Thousand Oaks, California, 1994), 1
[74] Donald Ary, et.al, *Introduction to Research in Education 8th Edition,* (Wadsworth Cengage Learning, USA), 443
[75] Ibid, 29

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B. Research Subject

The subject of this research is 11th grade female at MBI Amanatul Ummah Pacet Mojokerto. In this research, the researcher took 18 students from 11th grade of female at MBI Amanatul Ummah. According to Arikunto's theory, if the population is less than 100 people, the researcher should take all the samples. Meanwhile when the population is more than 100 people, the researcher may take 5% - 10% or 20% - 25% from the population.[76] According to Arikunto's theory, the researcher decided to use 8% of the population. There are 9 classes in the second grade. It means that the researcher took 2 students in each class. In this case, the researcher just took 2 students in each class because it was impossible to take all the students in the 11th grade who are 225 female students. Each class consisted of 25 female students. In other reasons, this researcher focused on self-repair strategies used in their daily activities. It did not focus on class activities. Thus, the researcher decided to use all class 11th grade female students, however 2 female students in each class as the participants in this research.

In selecting the participants, the researcher used simple random sampling for this research. Simple random sampling gives the same chance to all the population in that place.[77] Thus, the researcher made lotteries to get the students as the participants in this research. The two names in each class come out from the bottle as the participants.

All of 11th grade in MBI Amanatul Ummah should speak English in the whole day perfectly. No more tolerance when they got some mistakes or when they pronounce one or more words in other language. In addition, LAPENSA department decides roles for all member of 11th grade that they should speak in English grammatically. In this research, the researcher recorded their daily conversation and analyse their strategies of self-repair when they get trouble in their utterances.

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[76] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta:n Rineka Cipta. 104

[77] Donald Ary, et.al, *Introduction to Research in Education 8th Edition,* (Wadsworth Cengage Learning, USA), 150

C. Setting of the Research

1. Place

The research took place at MBI Amanatul Ummah Pacet Mojokerto known as International Standard School of Amanatul Ummah Pacet Mojokerto. This boarding school is in Jalan Tirtowening No.2, Kembang Belor, Pacet, Mojokerto. This boarding school is chosen as the location for this research because this boarding school requires all the students to speak in foreign language. Such as English, Arabic and they learn about Japanese. However, the researcher focused only on English considering this research.

Even MBI Amanatul Ummah is famous for their language, all these programs under the auspices LAPENSA (Lembaga Pengembangan Bahasa) Department. All the members of this department are the students. So, students are the main actors in language discipline. This is purely beyond the authority of the school and also the teachers. Their job is only mentoring all the activities carried out at MBI Amanatul Ummah Pacet Mojokerto.

2. Time

This research was conducted in September 2019 when all the students of MBI Amanatul Ummah Pacet just came from their long holiday and language zone. In other words, they face their new semester in the academic year 2019/2020. So, the researcher recorded their speaking outside the learning class and then analyzed their kinds of strategies in self-repair.

D. Data and Source of Data

The data of this research were types of self-repair strategies used by 11th grade. Meanwhile, source data of this study were 11th grade female students at MBI Amanatul Ummah in academic year 2019/2020. They consisted of 18 students. This research analyzed types of self-repair strategies of 11th grade female students in their daily activity through audio recording. Those were analyzed by instruments to answer the research question.

E. Data Collection Technique

According to Creswell, data collection steps include collecting the information by observations, interviews, documents, or visual materials.[78] Therefore, the researcher used observation notes while the researcher took the audio. The observation notes function as the keyword in analyzing types of self-repair strategies used by 11th grade. Then, observation notes also helped the researcher when they have some troubles with the audio.

According to Arikunto's theory, if the population is less than 100 people, the researcher should take all the samples. Meanwhile when the population more than 100 people, the researcher may take 5% - 10% or 20% - 25% from the population.[79] The researcher took 18 students in which 2 students in each class because based on that theory, the researcher took 8% from 225 students in 11th grade female students. It was impossible to take all students as the participants. The researcher also used a simple random sampling method in choosing the participants. In addition, even the researcher took the audio in the classroom, it did not mean classroom setting. The researcher only avoided the occurrence of trouble audio when recorded in the outside classroom.

F. Research Instrument

According to Sugiyono that research instrument is the researcher itself, however research also needs other instruments to support and find the answer to research questions. The researcher decided to use observation notes to get the answer from the research question. Observation notes means a paper which is used by the researcher to make it easier to collect the data. This observation notes contained 6 items which were the name of the student, number of the strategies, types of strategies, yes or no and also notes. Those items present the self-repair strategies used by the 11th grade female students.

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[78] Ibid, 178

[79] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta Rineka Cipta. 104

When the researcher took the audio recording, the researcher took notes in order to make it easier to analyze and categorize into types of self-repair. Furthermore, it helped the researcher to understand when the audio got some troubles. Here are the observation notes for this research (See table 4.1)

Table 4.1 INSTRUMENT

SELF-REPAIR STRATEGIES (OBSERVATION NOTES)

Name   : ....

NO.	TYPES OF STRATEGIES	YES	NO	NOTES
1.	Error Correction			
2.	Searching for a Word			
3.	Hesitation Pauses			
4.	Immediate Lexical Changes			
5.	False Starts			
6.	Instantaneous Repetitions			

G. Data Analysis Technique

The researcher analyzed the data by 6 types. These are organized and prepared the data, read the data, analyzed the data with a coding process, described the setting or people by coding

process, and conveyed the finding in narrative.[80] All these steps described below:

Based on Creswell's theory, the researcher required six types in analyzing the data.

1. The researcher organized and prepared the data by scanning the audio recording and field notes which content the data for this research.
2. The researcher listened to the audio and read the observation notes. It means that the researcher started to get the general information about self-repair strategies used by 11th graders in MBI Amanatul Ummah.
3. Then the researcher coded the audio which contained self-repair strategies.
4. The researcher used coding information to describe and classify the utterances into 6 types of self-repair strategies. Thus, the researcher gave the different colors in each type. It made easier to group the types (The data stated in the instruments).
   For example:
   1. Answer Good! Good answer! - Error Correction
   2. And* how about you? - Searching for a Word
   3. So hmm where is your bathroom? - Hesitation Pauses
   4. I always take a bath in AF bathroom. I mean in the room that have tap! - Immediate Lexical Changes
   5. When you took, take a bath? - False Starts
   6. Running or or badminton or or or or - Instantaneous Repetition

5. The researcher described the finding in a narrative. It included chronology events and detailed discussion.
6. The researcher interpreted the data in a narrative. It also described the comparison between the finding and the theories. Then related it with education systems.

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[80] John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches (Third Edition)*, SAGE Publication. Inc, 2009, 185-189

H. Research Stages

1. First stage, the researcher came to MBI Amanatul Ummah Pacet Mojokerto to ask permission before doing the research. The researcher asked permission from the coordinator of MBI Amanatul Ummah.

2. Second stage, the researcher went to the student's area in MBI Amanatul Ummah. The researcher collected the audio to get the data. The researcher also needed field notes to add some information during the recording section. Even the researcher took the audio in the classroom; it did not take the classroom setting.
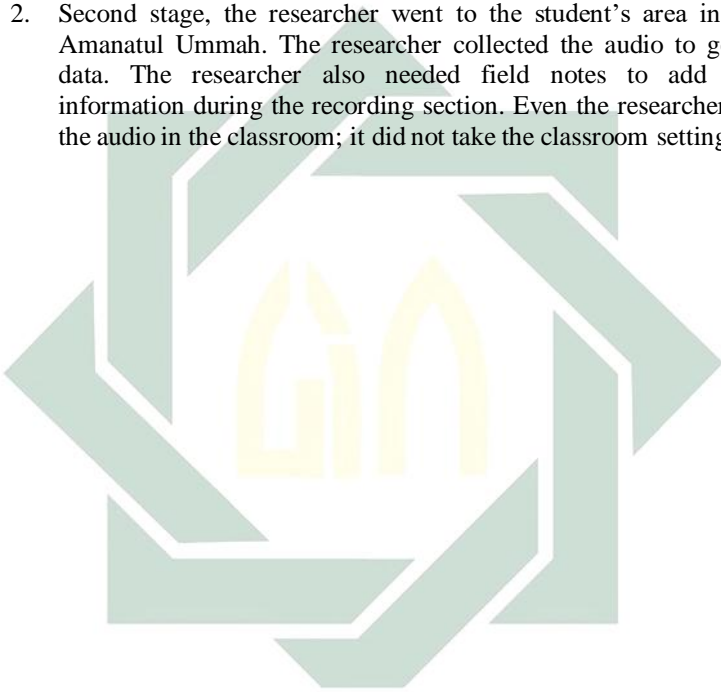
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents and analyzes the data. The data were taken from an 11th grade female student at MBI Amanatul Ummah Pacet Mojokerto who used self-repair strategies while repairing their errors or mistakes in the conversation with their friends.

A. Mistakes produced and Self-Repair Strategies Used by 11th Grade of Female Student

The objective of the research is to describe self-repair used by 11th grade female students at MBI Amanatul Ummah Pacet Mojokerto. The following section presented data on the self-repair strategies used by the 11th grade in their conversations.

Eighteen students spoke about their daily activities in the dormitory, school and other places there in pairs. 11th grade female students should obey the roles which they have to speak English the whole day perfectly in every English week. Their accuracy in speaking should be correct. It contains the grammar and also the diction.

Considering LAPENSA's role in speaking English in the whole day perfectly, the researcher analyzed where the 11th grade made mistakes in their sentences. Thus, the researcher grouped into some categories of grammar and diction's mistakes. While grammar consists of part of speech, sentence, phrase and clause. Then, after grouping the mistakes, the researcher classified into self-repair strategies. All these aspects will be directed by the expert theories.

Here are the mistakes produced by 11th grade female student in their daily activities:

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1. **Grammar**
   Here are the data based on the part of grammar's mistake:
   a. **Part of Speech**
   1) Verb
   a) *If you right, if you are right, just go to the bathroom first!*
   b) *So, hmm when you took, take a bath?*
   c) *I wait - I'm waiting for Rizka and Mutia.*
   d) *I get – I got 78*
   e) *Actually, it is – it was not difficult but I was sleepy.*
   f) *Yes! From last night, I sleep I slept beside you*
   g) *I buy bought 5 anime books.*
   h) *In our long holiday, you go to went to Kalimantan few days*
   i) *I eating all the foods I ate all the foods.*
   j) *I go I went to Yogyakarta to see my first brother there*
   k) *Then I am I was in waiting room with my friends.*

   Problem a, the student produced mistakes in her sentence. She said "*if you right*" while daring her friend. Then a few seconds later, she realized and tried to repair it into *if you are right*. In this pattern, this sentence should add to be in the middle of the sentence. Because the word *right* is part of an adjective.

   Problem b, the student uttered the word *took* then repaired it into *take*. the student realized that she got wrong in producing the word while she asked her friend about her daily activity. It should be using simple present tense. Thus, the student repaired the word.

   Problem c, the student tried to explain what she is doing at the time to her friend. To show the activities in the moment of speaking, she should use the present continuous to indicate it. However, the student produced *I wait*. It patterns to show activities. Then, she repaired it *I'm waiting for Rizka and Mutia*.

   Problem d, the student explained the score that she got in English try out. She produced *I get 78* firstly, then repaired it into *I got 78*. She got the wrong pattern to explain something that happened.

   Problem e, the student got the wrong pattern when she explained her condition while she did her try out. It explained

something or activity in the past. First, she produced *it is* then repaired it into *It was* as the role pattern.

Problem f, the student tried to explain her place for sleeping last night. Because her friend was shocked that she was beside her, it was not her place. The student said *Yes! From last night, I sleep I slept beside you*. From this sentence, she started her sentence using *I sleep* while this activity was. She realized that there was something wrong with her sentence, then she directly repaired it *I slept*.

Problem g, the student got wrong grammatical, thus repaired it. "*I buy bought 5 anime books*". First, she produced verb *buy* then changed it into *bought* because that activity was done by her for a year. So, she must create it in verb 2.

Problem h, the student asked her friend to talk about her last journey in Kalimantan. She began it with "*In our long holiday, you go to went to Kalimantan few days*". From that sentence, she realized that the proper word *went to*, it was not *go to* because she asked about her past experience in Kalimantan.

Problem i, the student explained what she did on her last holiday. Especially on her brother's wedding day. She said, "*I eating all the foods*". She got a grammatical error in her sentence, thus she corrected it into "*I ate all the foods*". She changed *eating* into *ate* because the exact word is using simple past when it happened. Then she also repeated *all the food* in her sentence.

Problem j, her friend asked to her about next destination after wedding party. The student answered, "*I go I went to Jogjakarta*". From that answer, the student started the wrong grammatical then she repaired it. First, she produced the verb *go* then changed it into *went* because she realized it happened in the past.

Problem k, the student told where she was at that time. She said, "*Then I am I was with my friends*". First, she said *I am* in indicating where she was, then she repaired it *I was* because she told what she had done before. She got the grammar wrong in her own sentence.

b. Sentence
1) Declarative

I hust jave – I just have to count it, I don't have to memorize.

The speaker said *I hust* at the first, then repaired *I just have to count it*. Looking back at her sentence and her repairing, the student got changing in the sound segment. Thus, the best sound is *I just have.*

2) Interrogative

a) *It is number 5? Is it number 5? Because you told me that you always used the bathroom where has tap.*
b) *Then, what what are – what will you do in the future?*
c) *You not visited – will you hmm visited by your parents, Dik?*
d) *Oh I see. But it was is it real in the yard?*

Problem a occurred when the speaker queued for the bathroom. Then she asked her friend which bathroom she was in. The speaker began her sentence with the wrong grammatical form unintentionally. In short, when someone asks something, they should put *to be* the beginning of the sentence. Quickly, the student corrected her wrong grammar. *It is from it is number 5?* become *is it number 5*. The interrogative sentence in this case should put *to be* in the beginning of the sentence.

Problem b, the student asked her friend about the plans for her future. The student said, "*what what are…*", in this case the student produced the word *what* twice. Then the researcher also saw the complete sentence as *what what are – what will you do in the future?* From the complete sentence it can be seen that the student was wrong to ask. It should be *what you will do*, however she said *what are*. Thus, she repaired her sentence.

Problem c, the student asked her friend about the schedule for visiting. She started her question as *You not visited* then repaired it with *will you*. From the whole sentence, she had difficulties in producing the next word, thus she produced *hmm* as the filler in order to give time for her to rethink the best word that she wanted to say.

Problem d, the student got wrong grammar in her sentence. She asked, "*Oh I see. But it was it is real in the yard?*" to ensure the right place to read the Holy Qur'an. Firstly, she produced *it was* then she directly repaired into *it is*. She realized the sentence was wrong and she should change it into a good sentence.

3) Exclamative

Yah! Answer good! sorry, good answer!

The first repair, the student produced *good* to give praise to her friend in answering her question. However, the student changed the word placement. From this mistake, the student in the form of inflection. Then, the student repaired her mistakes into *good answer* after a few seconds.

c. Phrase
1) Adverbial phrase

By the way, how is your score, English last try out?

The student asked her friend about the English try out score. She produced *by the way how is your score?* firstly. Then, she added her question with *English last try out?* She added a new sentence in order to make her friend get the intended meaning. Because they got lots of try out, in other words, the speaker just makes the question clear.

2) Interjectional phrase

a) *Coming, come on! just hmm what is that?*
b) *Yah! Answer good! sorry, good answer!*

Problem a, the student began her invitation with the word *coming* and then she repaired it into *come on*. The student should begin her invitation with come on as the right structure to ask someone doing something. Thus, the student repaired her invitation sentence with the best structure in grammatical roles.

Problem b, the student produced *answer good* to give praise to her friend in answering her question. However, the student changed the word placement. From this mistake, the student got an error in the form of inflection. Then, the student repaired her mistakes into *good answer* after a few seconds.

3) Conjunctional Phrase

Food only in your brain, only food in your brain.

The student mocked her friend that her brain is full of food. She said, "*Food only in your brain, only food in your brain*". She repaired from *food only* became *only food*. She changed her grammar because she knew that it was wrong.

d. Clause
1) Dependent Clause

I always take a bath in AF bathroom. I mean in the room that have tab!

The sentence "*I mean in the room that have tab!*" Came out after "*I always take a bath*". In this case, the student tried to make a clear explanation about the bathroom in specific. The student was afraid that her friend misunderstood what she meant. Then, in this case, the student also clarified and produced I mean. It definitely explained that the student repaired her sentence twice.

2. Diction

a. *Student 2: "I don't know. But I think, there are many our little sisters there"*
   Student 1: "Little sister?"
   Student 2: "I mean, first grade there".

b. *Ewh! Ipa is bad. Science is bad*

c. *Come on let's to go to Bu Aye to search to find some foods there*

d. *Student 10 : Usually, Ustadzah Ulya asked to read 2 surah in Al-Qur'an and stand in the yard*
   Student 9: really? Are you sure for 2 surah? What kind of Surah?
   Student 10: I'm sorry, I mean 2 juz. It's up to her what kinds of juz. e.

e. *Oh over than what 10 o'clock 10pm*

f. *Student 9 : there were big sister ...*
   Student 10: big sister?
   Student 9: Oh, I mean our senior who made her angry

g. *Ah, just hear listen za!*

Problem a, the student tried to make her sentence clear in order to make her friend understand well what she said. However, before the student repaired the sentence, her friend asked the unclear sentence. In other words, the student did not realize that her sentence made her friend confused. Then she repaired it after her friend asked for detailed information.

Problem b, the student mocked her friend's major. She said that society is better than science. However, she said, "*Ewh! Ipa is bad. Science is bad*". In that case, she started mocking with inappropriate words. She said *IPA* at first, and then repaired it into science a few seconds later.

Problem c, she was starving and needed some food directly. She would find some food in the canteen and eat there. She invited her friend and said, "*Come on let's to go to Bu Aye to to find some foods there*". From this sentence, the student repaired her sentence, it began with then *to find*. In this case, she realized that the best word is *to find*. Because she would search, find, and eat the food.

Problem d, the student explained about the common punishment for those who were not absent for praying. She flew her explanation inappropriately as her mind. Then, she said for the first time, "*Usually, Ustadzah Ulya asked to read 2 surah in Al-Qur'an and stand in the yard*". Her friend was shocked to read 2 surahs in Al-Qur'an and she replied, "*Really? Are you sure for 2 surah? What kind of Surah?*". Hearing that reply, she directly repaired her information and said *2 juz* in her sentence.

Problem e, the student explained the time when her friend used the dispenser more than usual and It was forbidden. She said, "*Oh over than 10 o'clock 10 pm*". From this sentence, she repaired it three times. She was thinking about the right time based on the event. She forgot the exact time, then she flew the word *what was the* lexical filler to hold her sentence, then she added by repeating the word *over then*. After producing it, she did not use the exact word for explanation. First, she said that 10 o'clock then she realized it would make the listener confused. Thus, she repaired it into 10 pm.

Problem f, the student said that their ustadzah was angry because of her senior did something. She said, "*there were big sisters ...*" Her friend replied and did not understand the meaning of *big sister*. The student directly repaired her sentence and explained what she meant at the time.

Problem g, the student did not flow the exact word to her friend. Then, she repaired her words. Firstly, she produced the word *hear* then repaired it into *listen*. In the whole sentence as "Ah, just hear listen za!" She knew that listen and hear have different meanings and functions. Thus, she repaired it.

Based on the data, the 11th grade female students often made errors in the verbs, interrogative sentences and also the diction. Oftentimes, they are confused about how to express themselves while talking about past events. Yet, the students realized and directly repair it into the right form. Then, the students also made some mistakes in ordering the interrogative sentences. To be or question word should stand in the beginning of the sentence. Then followed by the subject and verb. Some of them need time to arrange it. And last, the student also got error in choosing the word. It made the listener did not get the right meaning. Thus, they have to repair it and make it into the right order.

After grouping the mistakes into grammar and also diction, the researcher classified the way students repair their mistakes into 6 types of self-repair strategies. The researcher made a list in table based on the frequencies in each type. This way made the researcher easier in analyzing the data. Here are the specific numbers of each strategy on table 4.2 below:

Table 4.2 Type of Self-Repair Strategies

No.	Type of Self-Repair Strategies	Frequency
1.	Error Correction	2
2.	Searching for a Word	23
3.	Hesitation Pauses	20

4.	Immediate Lexical Changes	3
5.	False Starts	20
6.	Instantaneous Repetition	19

Each type has several different frequencies. Based on the data, all these strategies sorted in good order based on the number of frequencies become searching for a word, hesitation pauses, false starts, instantaneous repetition, immediate lexical changes, and error correction. There are two types that have lower frequencies than others. The difference is very large.

Relating to list table above, the researcher listed and described each type of self-repair strategies below. In each type, the researcher gave example and description.

1. Error Correction

There are 2 students who are the second and the fifth student based on the finding. Considering error correction has many types, the students also used it in different types.

h. *Yah! Answer good! sorry, good answer*!

This sentence is produced by student 2 in her dialogue. This repair is classified into error correction in type of morpheme error. In specific, grouping into inflectional types. In that sentence, *Answer good* repaired into *good answer*. It categorized into inflectional because the student changes the word placement however no changing in the morpheme.[81] The best ordering word is *good answer*, thus she directly repaired it when she realized.

i. *I hust jave – I just have to count it, I don't have to memorize.*

This sentence is produced by student 5 in her dialogue. This repair is classified into error correction in type phoneme errors. In specific, it is grouped into exchange types. *I hust jave* repairs into *I just have* is combination between anticipation type and perseverance

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[81] Fromkin, V.A. (1973). "Speech Errors as Linguistics Evidence". The Hague: Mouton

type.[82] It means that that utter gets exchanged in the sound. In other words, the sound exchanges with each other.

2. Searching for a word

Obviously, every student used this strategy in different ways. Here are the same self-repairs using searching for a word.

a.   *Really? Will you join this competition? I think* you refused it two days ago.*

This sentence is produced by student 3 when she emphasized her doubt. The elongation in verb think is categorized in the searching for a word because the student elongated that word. It is her strategy to think of the next word.

b.   *You can call your parents directly and make a story in* Instagram without long queue.*

This sentence is produced by student 18 when she invited her friend to join her. In this case, the student elongated the preposition in in her dialogue with her friend to express her meaning exactly. Thus, this strategy is grouped into searching for a word.

3. Hesitation Pauses

There are 13 students who use this strategy, so almost all the students hesitate. In addition, mostly they used quasi lexical filler, such as *hmm* and *uhm*. Here are some self-repair strategies using hesitation pauses:

a.   *After you right? I just asked you last time. So, hmm where is your bathroom?*

This sentence is produced by student 1 who is getting in line with her friend to take a bath. In this dialogue, the student used quasi lexical filler as hmm in her sentence and stopped for a while. Quasi lexical filler consists of *hmm, uhm* and *uh*.[83] Thus, this repair is categorized into hesitation pauses.

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[82] David A. Rosenbaum,"Human Motor Control", 327

[83] Anne Marie Rieger, Doctoral Dissertation: *"Self-Repair Strategies of English-German Billinguals in Informal Conversations: The Role of Language, Gender, and Linguistics Proficiency"* (University of Alberta, 2000), 104

b. *But I think Bu Aye is closed well hmm but actually I am starving too huhu*

This sentence is produced by student 7 in looking for some food in the afternoon. In this strategy, the student used two kinds of filler in her sentence which are lexical filler as *well* and quasi lexical filler *hmm.* Thus, these repairs exactly are categorized in the hesitation pauses because of filler in the sentence.

4. Immediate Lexical Changes

In this case, they explain and add some information in the last sentence to make their friend understand what they mean. This strategy is rarely used by the students because they directly add some information clearly. Here are some self-repair strategies using immediate lexical changes:

a. *By the way, how is your score, English last try out?*

This sentence is produced by student 3 asking about an English course. In this case, the student directly added the specific information about her question. They did any subject try out, thus when she did not give the specific information as *English last try out*, it would be ambiguous.

b. *Ustadzah Ulya asked Salwa to fill her big bottle until full and then take the dispenser back there back there in the corner.*

This sentence is produced by student 9 in her dialogue with her friend while talking about her unforgettable story in the dormitory. Firstly, she just said *take the dispenser back there* then a few seconds later, she added *back there in the corner*. She gives the specific location of the dispenser because there are many dispensers in the dormitory. Thus, she gave the specific information to her friend. In this case, it is categorized into immediate lexical changes.

5. False Starts

In this case, every student used this strategy in a different way in dealing with the errors. However, mostly they got grammar errors with their sentences. Especially, in using tenses based on their story. Here are some self-repair strategies using false starts in their dialogue:

a.   *Then, what are – what will you do in the future?*

This sentence is produced by student 6 who is talking about her major with each other. In this case, firstly the student flew *what are* then directly changed it into *what will* to ask goals in the future. It is categorized into false starts because the speaker realized that she uttered with grammatical wrong.[84] Then it should be repair with future tense in her sentence.

b.   *Yes! From last night, I sleep I slept beside you.*

This sentence is produced by student 12 in dialogue with her friend. In this case, the student talked about something done in the past. However, she uttered *I sleep* in the first. Thus, she repairs it into *I slept* using past tense, which indicates that she goes wrong with the grammatical form.

6.   **Instantaneous Repetition**

This strategy is used differently in each student. This strategy is used to repair prepositions, pronouns, adverbs, conjunctions, and combinations. But mostly in preposition, conjunction and pronoun. Here are some self-repairs using instantaneous repetition.

a.   *Running or or badminton or or or*

This sentence is produced by student 8 in explaining what she would do at that time. In this case, the student repeated the conjunction *or* in her sentence 3 times. Meanwhile repeating the conjunction is categorized into instantaneous repetition types.[85]

b.   *I knocked I knocked her door right, then said salam to her.*

This sentence is produced by student 9 in her conversation with her friend. In her sentence, she repeated pronouns and continues with verbs as I knocked when talked about her story. Meanwhile,

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[84] Lea Anne Marie Rieger, Doctoral Dissertation: *"Self-Repair Strategies of English-German Billinguals in Informal Conversations: The Role of Language, Gender, and Linguistics Proficiency"* (University of Alberta, 2000),204

[85] Lea Anne Marie Rieger, Doctoral Dissertation: *"Self-Repair Strategies of English-German Billinguals in Informal Conversations: The Role of Language, Gender, and Linguistics Proficiency"* (University of Alberta, 2000), 105

self-repair which contains of pronoun, preposition, indefinite article, and conjunction.[86]

Beside the explanation above about the finding based on the main theory, the researcher found other self-repair strategies which do not categorize on those 6 types. They are combination strategies in a sentence. Indeed, based on the theories and previous studies, they are not those 6 types.

The researcher found 18 dialogues which used repairing in their error but did not categorize those 6 types. Here are some combination self-strategies repairs:

a. *I forget! Let's see the mmm the hmm schedule.*
b. *I just mmm I was visited by my parents last night, Zil. Ahahaha*
c. *But from the first time, you* mmm slept in the corner.*

For (a) dialogue is produced by student 2 in her conversation with friends. She produced *the hmm the hmm* is belonged to 2 kinds of self-repair strategies. *Hmm* is a kind of quasi lexical filler which means hesitation pauses. While the student produced it twice continually and it is instaneous repetition. Thus, the researcher thought this dialogue contained 2 types of self-repair strategies.

For (b) dialogue is produced by student 7 also which repaired her error in correcting her grammar. She said, "*I just mmm I was visited…*". In this sentence, the student produced quasi lexical filler hmm in her sentence while repeating the pronoun I in continually. Thus, this dialogue contains 2 types of self-repair strategies which are hesitation pauses and instantaneous repetition.

For (c) dialogue is produced by student 11 who avoided her friend. This contains 2 types of self-repair strategies which are searching for a word and hesitation pauses. It happens because the student elongates the pronoun you then she adds quasi lexical filler after.

Those three examples of combination types which used by 11th grade in their conversation with others. In each combination consisted of two types. The researcher found that the student needed more repair in dealing with their error.

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[86] Ibid

B. Discussion

In this part, the researcher discussed the findings of this research. Hence, the researcher gave the researcher's sight based on the finding, comparing with the previous studies and some theories which related on the self-repair strategies used by 11th female students at MBI Amanatul Ummah Pacet. The discussion would be classified by six types of self-repair strategies which are error correction, searching for a word, hesitation pauses, immediate lexical changes, false start and instantaneous repetitions. Those types were classified by Schegloff and supported by Rieger's theory, Tree, Clark's theory and other sources. Thus, all these self-repairs produced by 18 female students of 11th grade MBI Amanatul Ummah Pacet would be classified by those six types. In sum, the researcher calculated which types are mostly used by the student in their daily conversation.

From the data, the researcher found the most frequently used by the student is searching for a word. This type is used 23 times by the student. The researcher found this type as the easiest strategy by the student. Because when they cannot express their mind, they just elongated their words before the next word or dealing with their speaking problem.

For the second great deal is hesitation pauses and false starts. For the hesitation pauses are used 20 times. The student just produced the filler which are lexical filler (right, I mean, well, you know, okay, anyway, etc.) and quasi lexical filler (uh, uhm, and mmm) then continued their complete sentence. From the researcher's point of view, quasi lexical filler is frequently produced by the student. In other words, uh, uhm, and mmm are the general strategy used by humans also. This type is categorized as a simple strategy because the speaker just produced the filler while rethinking the exact word based on their mind then continuing the floor easily.

While, in the same frequency which is 20 times used by the student is false starts. This type got close to 11th grade's life in the dormitory. The researcher has always thought that this type is the best strategy used by the student because their dormitory has a role in which the student must speak English perfectly, such as using the right grammatical, diction, pronunciation, accuracy, and etc. When

the students broke the rules, they got punishment. Indeed, according to the Rieger this type has some classification form which the speaker does slip tongue, flows the wrong lexical or constructions, wrong grammatical, replaces in the end of utterances, and adds some additional information.[87] From those classification, wrong grammar is frequently happening by the student. They often do not realize using past tense to tell past events, and then repair it after cutting it off for a while.

The fourth instantaneous repetition is produced 19 times by the 11th grade. This type has some classifications also, such as repetition of personal pronoun, conjunctions, prepositions, definite articles, demonstrative pronoun, and indefinite article.[88] From these classifications, the researcher found that personal pronouns, conjunctions, prepositions, and definite articles are used by the 11th grade female student. The student repeated those aspects then continued their sentence and sometimes they did not focus on what they said while were doing something. Thus, they used this strategy.

The fifth is immediate lexical changes which are produced three times in student conversation. This type is rarely used by the student because both the speaker and listener understood what they spoke and heard at that time. Just a little student used this strategy which added the detail information with their saying. Thus, this strategy is rarely used by the student.

The last type is error correction which is produced just twice by the 11th grade female student. There are three types in this strategy which are phoneme errors, lexical errors, and morpheme error.[89] The student produced the wrong order and wrong sounds segment. This type rarely happened because grammar is the most important aspect of their roles besides the pronunciation, diction, etc. Moreover, according to the researcher, most spoken words were correct but it did not rule out. It does not happen either.

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[87] Lea Anne Marie Rieger, Doctoral Dissertation: *"Self-Repair Strategies of English-German Billinguals in Informal Conversations: The Role of Language, Gender, and Linguistics Proficiency"* (University of Alberta, 2000), 204

[88] Ibid, 202

[89] Nguyen Thi Quynh Hoa and Nguyen Thi Minh Hanh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill to B2 Level Learners", 3

The researcher had explained and grouped which errors based on the types of self-repair strategy clearly. In short, based on the data, the researcher finds that all 6 types of self-repair strategies were used by the 11th grade female student at MBI Amanatul Ummah Pacet while searching for a word as the most frequent produced by the student. Then the second highest was hesitation pauses and false starts strategy. Related to the previous study, this finding is different from the previous studies.

According to the Hoa and Hanh in the right order based on the data were hesitation pauses, immediate lexical changes, error correction, repetitions, false starts, and searching for a word.[90] From this result, it can be seen that this research finding is quite different from Hoa and Hanh's result. The greatest deal strategy based on them is hesitation pauses which are used by the participants. Based on their explanation, hesitation pauses in the first place because it helped the participants in dealing with their thought and finding the exact word or sentence based on their mind.[91] While in this own paper, hesitation pauses is the second place which produces some kinds of filler. Then the second place greatest strategy is immediate lexical changes while in this own paper is the second last position.

According to Nguyen in his research, immediate lexical changes are the second greatest deal because this strategy helps the participant in repairing her sentences easily and they can flow their ideas correctly. In short, both this study and the previous study according to Hoa and Hanh have similarities and differences.

The similarity between both research is that all six strategies according to previous researchers are used by the participants in their daily conversation. In other hand, in this paper, the researcher also finds the differences between this two research. In this research, the most frequent strategies to the rare strategies used by the students are searching fora word, hesitation pauses, false starts, instantaneous repetition, immediate lexical changes, and error correction. However, according to Nguyen's research is hesitation pauses, immediate lexical changes, error correction, instantaneous repetition, false start, and searching for a word.

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[90] Ibid, 6

[91] Ibid, 7

In other previous study according to Rieger in her research explained that repetition is the most frequently used by the participant.[92] Which commonly used are pronoun verb combination, personal pronoun, and preposition.[93] However, in this present research, the finding showed that repetition is in the fourth position or in other word, instantaneous repetition is not a great deal strategy in self-repair. Moreover, the present research shows that personal pronouns, conjunctions, prepositions, and definite articles. Both the previous study and the present study have similarities in kinds of repetition. However, there are some new additional kinds of repetition in the present study.

While in other previous study, according to Ardini's journal which talks about self-initiated repair and repetition as the strategy in dealing with problems in expressing teacher's thought in teaching English.[94] She limits her focus only on those types because repetition is familiar strategy for Indonesian people in English speaking.[95] Based on this finding, repetition is the best strategy in helping the teacher teach English. This strategy helps the teacher in preparing the best word to command his student in the class. This finding is different with this present study. It can be shown from this present data that the best strategy for 11th grade female students is searching for a word. It helps the student gain more time in expressing their thoughts.

In addition, according to these new findings, the researcher found another type of self-repair strategy which is combining 2 types from the main types continually. Reviewing these combination types, the researcher found that 11th grade female student used combination both hesitation pauses and immediate lexical changes, hesitation pauses and repetition, repetition and searching for a word, repetition and false starts, false starts and hesitation pauses, and the last is searching for a word and hesitation pauses.

According to the present researcher, the student produced these combination types because they had arduous problems in

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[92] Caroline Lea Anne Marie Rieger, "Repetitions as Self-Repair Strategies in English and German Conversations", *Journal of Pragmatics*, 47

[93] Ibid, 67

[94] Sukma Nur Ardini, "Repair Strategies of Teacher's Talk in EFL Classroom", *English Teaching Journal,* Volume 6 2015, 56

[95] Ibid, 57

expressing their thoughts. Thus, producing one strategy is not enough for the student in repairing their problem though. Moreover, when the students do something while talking with their friend, they cannot hold their focus and do those kinds of combination strategies.

Based on the discussion above, the researcher found that 6 types of self-repair strategies based on the expert theories were used by the 11th grade female student at MBI Amanatul Ummah Pacet Mojokerto. Each type had a different frequency, and then beside these 6 types of self-repair strategies, the researcher also found another type. However, these types did not categorize in the 6 types based on the theories. All of them are combination strategies which helped the student in holding the accuracy and showing their expression in their daily activity.

In addition, this present study was significantly different compared with the previous study in ordering each type. According to the Nguyen's finding showed that hesitation pauses was the greatest strategy in dealing with the student's difficulties.[96] Then, according to the Rieger, instantaneous repetition was the best strategies used by the participant.[97] And Rieger's finding was similar to Ardhini who showed that instantaneous repetition was the best strategy used by the teacher while teaching English in the classroom.

These previous findings were different from the present's finding which showed that searching for a word was the greatest strategy in helping the student's problem in expressing their words or sentences. Because the student can easily handle their difficulties at times.

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[96] Nguyen Thi Quynh Hoa and Nguyen Thi Minh Hanh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill to B2 Level Learners", 6

[97] Caroline Lea Anne Marie Rieger, "Repetitions as Self-Repair Strategies in English and German Conversations", *Journal of Pragmatics*, 47

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion. The conclusion shows the finding of this research which proposed the research question in the first chapter. Subsequently, the researcher presents the suggestions which concern the research.

A. Conclusion

Based on the research findings, the 11th grade female student at MBI Amanatul Ummah Pacet Mojokerto often made in the verbs, interrogative sentences and also diction. Thus, the 11th grade female students fixed their error by using six types of strategies in helping them expressed their thoughts and corrected their difficulties. These were error correction, searching for a word, hesitation pauses, immediate lexical changes, false starts, and instantaneous repetition. From these strategies, the most often strategy used by the students was searching for a word with 23 numbers of usages. The second most frequently used was hesitation pauses and false starts which each strategy was produced for 20 numbers of usages. Following that, there was instantaneous repetition in 19 numbers of usages. Then, immediate lexical changes in 3 times and the last was error correction which was produced only twice.

Despite fully, the researcher also found 18 self-repair which did not categorize in 6 types of self-repair strategies. These repairs were combination strategies from 2 combination strategies. The student produced these strategies because they needed any strategies to deal with their difficulties in speaking English. In addition, the student also produced combination strategies because they did not focus on what they said while did something at the same time.

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B. Suggestion

This research talked about self-repair strategies which helped the 11th grade female student at MBI Amanatul Ummah Pacet Mojokerto dealt with their difficulties in speaking English. After conducting this research, the researcher had some suggestions for the students, teacher, and the further researcher.

1. Students

Be a good English speaker who has good pronunciations, grammar, diction, and accuracy you need practice every day. The student must speak English in their daily life while knowing their English ability. Difficulties in expressing thought often occur to the speaker. In dealing with these difficulties, the student may produce repair strategies to hold their floor. Indeed, the student will realize and improve their English skill.

2. Teacher

This result will be used as the references or new information to the teacher about the students' speaking skill. It might come from their pronunciations, grammar, diction, accuracy, etc. Thus, the teacher will help the student in improving their English, especially in speaking skill.

3. Further Researcher

This study analyzes 6 types of self-repair strategies in daily life. In other words, the researcher decides to describe all these types on the surface. The researcher suggests for the further researcher to explore and decide one or few strategies deeply to the next participants because it will make the finding more focused. Despitefully, the researcher also can explore the combination strategies which this present researcher finds. Whether there is a new theory about combination strategy or not. Then, this combination strategy is helpfully speaking skill in fixing the difficulties or not.

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