SELF-REPAIR IN SPEAKING PERFORMANCE OF THE 2ND YEAR STUDENTS OF ENGLISH LANGUAGE EDUCATION DEPARTMENT

THESIS

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

By

Nur Lia Windani
NIM. D05215020

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UIN SUNAN AMPEL SURABAYA
2019**

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini,

Nama   : Nur Lia Windani
NIM   : D05251020
Jurusan/ Program Studi : Pendidikan Bahasa / Pendidikan Bahasa
        Inggris
Fakultas   : Tarbiyah dan Keguruan

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya sendiri.

Apabila kemudian hari terbukti atau dapat di buktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi yang telah ditetapkan.

Surabaya, 17 Desember 2019
Yang membuat pernyataan,

(Nur Lia Windani)
D05215020

ADVISOR APPROVAL SHEET

This thesis by Nur Lia Windani entitled "Self-Repair in Speaking Performance of The 2nd Year Students of English Language Education Department" has been approved by thesis advisors for further approval by the board examiners.

Surabaya, December 20th, 2019
Advisor I,

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

Advisor II,

Dr. Siti Asmiyah, M.TESOL
NIP. 197704142006042003

iii

EXAMINER APPROVAL SHEET

This thesis by Nur Lia Windani entitled "Self-Repair in Speaking Performance of The 2nd Year Students of English Language Education Department" has been examined on December 20th, 2019 and approved by the board examiners.

Dean,

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

Examiner I,

Dr. M. Salik, M.Ag
NIP. 196712121994031002

Examiner II,

Rizka Safriyani, M.Pd
NIP. 1984091420099122005

Examiner III,

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

Examiner IV,

Dr. Siti Asmiyah, M.TESOL
NIP. 197704142006042003

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama   : Nur Lia Windani
NIM   : D05215020
Fakultas/Jurusan : Fakultas Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address   : windanilia1196@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :
☑ Skripsi   ☐ Tesis   ☐ Desertasi   ☐ Lain-lain (................................)
yang berjudul :
Self- Repair in Speaking Performance of The 2nd Year Students of English Language Education

Department

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 30 Desember 2019

Penulis

(Nur Lia Windani)

v

ABSTRACT

Windani, Nur Lia (2019). *Self-Repair in Speaking Performance of The 2nd Year Students of English Language Education Department.* A Thesis. English Language Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: Drs. Muhtarom, Med.Grad Dip Tesol. Advisor II: Dr. Siti Asmiyah, M. TESOL.

Key Words: *Self-Repair, Self-Monitoring, Speaking Performance.*

Self-repair plays an important role during the self-monitoring in speaking performance. Commonly, speakers automatically do self-repair because of habits. There are lots of types of self-repair in linguistics. However, this study investigated five major types of self-repair. Those types were classified as phonological repair, morphological/lexical repair, syntactic repair, context-oriented repair, and information structuring repair. The results of self-repair types' analysis were analyzed using content analysis. This study involved six participants of students in Spoken English Class C. The result of this findings were students used most all types of self-repair. Number of percentages presented each of the types were phonological repair 9%, morphological/lexical repair 13%, syntactic repair 47%, context-oriented repair 16%, and information-structuring repair 15%. Based on the analysis of those types, students were frequently using linguistics repair (phonological repair, morphological/lexical repair, and syntactic repair) than information-content repair (context-oriented repair and information-structuring repair).

ABSTRAK

Windani, Nur Lia (2019). *Self-Repair in Speaking Performance of The 2nd Year Students of English Language Education Department.* Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing I: Drs. Muhtarom, M. Ed. Grad Dipl TESOL. Pembimbing II: Dr. Siti Asmiyah, M. TESOL.

Kata Kunci: *Self-Repair, Self-Monitoring, Speaking Performance.*

Koreksi diri memainkan peranan yang penting selama *monitoring* diri dalam performa berbicara. Secara umum, pembicara secara otomatis melakukan koreksi diri yang disebabkan oleh kebiasaan. Adapun banyak jenis koreksi diri dalam ilmu linguistik. Tetapi, penelitian ini berfokus pada lima jenis besar koreksi diri. Lima jenis besar tersebut yakni koreksi fonologi, koreksi leksikal/morfologi, koreksi sintaksis, koreksi orientasi konteks, dan koreksi susunan informasi. Metode *content-analysis* digunakan dalam penelitian ini. Enam mahasiswa *Spoken English Class C* ikut berpartisipasi dalam penelitian ini. Hasil penelitian menunjukkan bahwa hampir seluruh partisipan menggunakan seluruh jenis koreksi diri selama ujian berbicara berlangsung. Adapun persentase angka yang muncul pada masing-masing jenis yakni: koreksi fonologi 9%, koreksi morfologi/leksikal 13%, koreksi sintaksis 47%, koreksi orientasi konteks 16%, dan koreksi susunan informasi 15%. Berdasarkan hasil analisis, mahasiswa berulang kali menggunakan koreksi linguistik (koreksi fonologi, koreksi leksikal/morfologi, dan koreksi sintaksis) dibandingkan dengan koreksi konten-informasi (koreksi orientasi konteks dan koreksi susunan informasi).
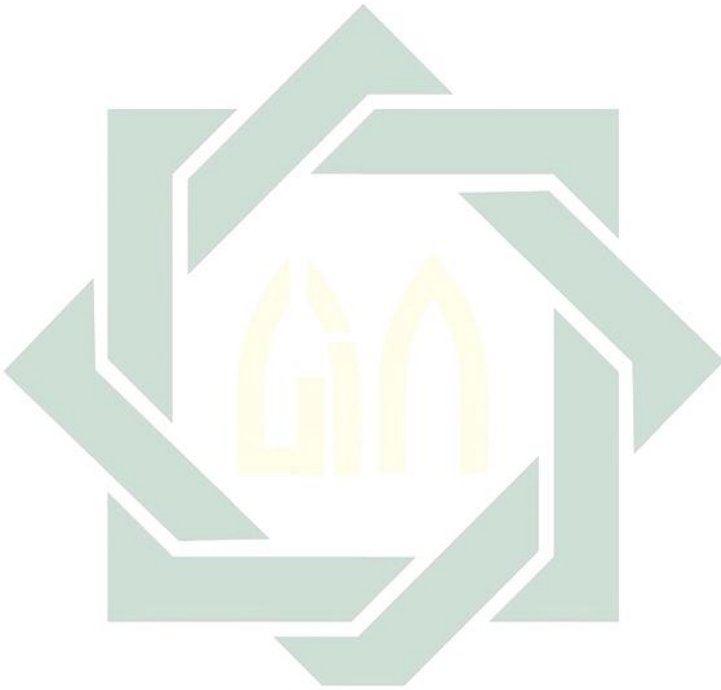
TABLE OF CONTENTS

viii

ix

LIST OF TABLE

x

LIST OF FIGURES

xi

LIST OF APPENDICES

LIST OF ABBREVIATION

1. ELED : English Language Education Department
2. IELTS : International English Language Testing System
3. L2 : Second Language
4. FL : Foreign Language
5. ELT : English Language Teaching
6. A2 : Elementary English Level in CEFR
7. B1 : Intermediate English Level in CEFR
8. B2 : Upper-Intermediate English Level in CEFR
9. C1 : Advanced English Level in CEFR
10. PTEA : Pearson Test of English Academic
11. CEFR : Common European Framework of Reference for Language
12. P : Participant
13. R : Replacement
14. I : Insertion
15. D : Deletion
16. RA : Rearrangement
17. RO : Reordering
18. A : Abandonment

xiii

This chapter presents rationale of the research followed by research questions, objectives of the study, significance after the study conducted, scope and limitation, and the definition of key terms which emphasize readers' understanding.

A. Background of The Study

One of the productive skills which students of English Language Education Department (ELED) must acquire is speaking. From the first semester of the higher educational year, students are improving their speaking ability through classes and programs the department held. One of the classes that students must attend is English Speaking Class. This class requires students to improve their English speaking ability through the training to practice. However, for the better improvements of ELED, they changed their curriculum frequently. That affects to the English speaking class. In 2013, ELED divided English speaking class into three classes with different names of each. In case, started from 2016 ELED decided to open only a class of English speaking named Spoken Class. This causes change of its goal. Current Spoken English Class focuses on achieving 5th or higher of IELTS speaking band simulation.

In learning process, students are asked to practice English speaking based on what they have learnt. During the speaking performance done by the students, they may make some errors in producing the speech they intended to utter. Students have choice to correct their utterance or not. This actually may be shaped by the condition or setting that they experience. The partner of their conversation may correct them or give their signal to correct their error-utterance. However, there is a condition in Speaking Band Descriptor of IELTS that students' self-correction is considerable in scoring.[1] This self-correction is well-termed as repair.

Repair in psycholinguistics can be described as fixing error production of utterances. Generally, it is divided into two, self-repair and other-initiated repair. Kind of repair which is done by

---

[1] "IELTS Speaking Band Descriptors," *IELTS Speaking Band Descriptors* (blog), accessed June 20, 2019, http://ielts.com.au.

1

its own speaker categorized as self-repair. Whether it comes from the other speaker or listener, it is called as other-initiated repair.[2] Based on the research, other-initiated repair more commonly used than self-repair.[3] In opposite, a study was held in China, by Simin Zheng, which aimed to explore students' preference in using four sequences of repair. The result showed that the sequences of self-initiated self-repair got 99% when other sequences got the rest.[4]

However, repair itself has many explanation in certain aspects such as strategies, types, and attention. Recent study was conducted by Nguyen Thi Quynh Hoa and Nguyen Thi Minh Hanh investigating strategies of repair used in English conversation in four films. Those strategies used are believed to be of significance in teaching English interaction skill. Thus, students could learn to solve interaction problem by adapting the repair strategies presented.[5] In addition, two studies investigated the effects of error correction of English speech production showed positive results. This shows that repair can improve students' cognitive development in acquiring English. [6] Another impact was it improves their speech accuracy. [7] Besides, to investigate or evaluate speaking performance of students, self-repair research

---

[2] Emanuel A. Schegloff, "The Relevance of Repair to Syntax-for-Conversation," *Discourse and Syntax* 12, no. Syntax and Semantics (1979): 261–68.
[3] Ali Kazemi, "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social Variables and Language Proficiency" (The University of New South Wales, 2006), 33.
[4] Simin Zeng, "Second Language Learners' Strong Preference for Self-Initiated Self-Repair: Implications for Theory and Pedagogy," *Journal of Language Teaching and Research* 10, no. 3 (May 1, 2019): 541–548.
[5] Nguyễn Thị Quỳnh Hoa and Nguyễn Thị Minh Hạnh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill," n.d., 1–10.
[6] Fitrina Harmaini, "Dampak error correction Terhadap Perkembangan Kognitif Siswa Dalam Proses Penguasaan Bahasa Inggris," n.d., 1–10.
[7] Ketut Santi Indriani, Prof. Dr. Ida Bagus Putra Yadnya, and Dr. Ni Luh Nyoman Seri Malini, "Pengaruh Koreksi Diri Pada Kesalahan Ujaran Bahasa Inggris Terhadap Peningkatan Ketepatan Berbicara Oleh Karyawan Dgits Software House," *Linguistika*, 47, 24 (2017): 107–117.

can be used to measure it. It is stated on the previous study that the higher level of self-repair somebody had, the more fluent their speaking performance. It is proved by the accuracy of the self-repair they do.**[8]** Based on the previous studies above, repair usually is used in teaching and learning process to increase the accuracy of students' speaking ability. Besides, repair which is described as self-correction in IELTS speaking band descriptor is considered in scoring. It shows the importance of repair in assessing speaking skill that it may assist uttering ideas which is going to share.

However, there was only one previous study investigating types of repair in five major. The five major types of repair divided based on the linguistics elements and content of information. Furthermore, it was held on the context of L2. This research hence investigates the types of repair used by students in Spoken English Class. The students take place as FL. This research indeed explored manners of each types used.

B.   Research Questions

Based on the rationale stated in the background of this study above, the research question is formulated as:

"What are types of repair used by second semester students of English Language Education Department during their English speaking performance?"

C.   Objective of the Study

Based on the research questions above, the objective of this study is to investigate types of repair used by the second semester students of English Language Education Department during their English speaking performance.

D.   Significance of the Study

This study may give benefits on three certain aspects as they will be explained below.

a.   Theoretically, this study provides more insight to those who have the same interest on the types of self-repair that ELED students used. It may also present deeper understanding on repair in foreign language teaching context. Thus, it can develop repair theories in ELT.

---

[8] Kazemi, "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social Variables and Language Proficiency," 63.

b. Practically, by the analysis of types of repair in teaching and learning process, this study may give evaluation on Spoken English Class which is investigated also other spoken classes.

c. Beside those two significances above, this study will be beneficial for the future research by providing the related information of repair or being the source of data. Another topic that future researcher can investigate repair used by the higher semester students that can be compared to the result of this study. Predicting that the higher semester students should achieve better English speaking ability, types of repair they use should be different compared to the participants, second semester student, of this study. Thus, research on examining repair in speaking performance of higher semester students will enrich repair and the related theories.

E.   **Scope and Limitation of the Study**

Self-initiated repair and other-initiated repair are kinds of repair based on the way how repair starts to be produced. This study investigated the use of major types of self-repair by the second semester students of English Language Education Department. It is focused on the students' speaking performance during their examination of Spoken English Class. Considering some reason, this research took place in one of Spoken English Classes in second semester of English Language Education Department of UIN Sunan Ampel Surabaya 2018-2019 academic year. Because of the time taken for this research is during examination, the level of anxiety can cause different result. The result would also be vary whether this study conducted in different level of students, or different context of speaking performance. Besides, the limit of participants taken, finding of this research may not reflect self-repair used in students' English speaking performance as a whole.

F.   **Definition of Key Term**

There would be some key terms that are often found in this study. In order to avoid misunderstanding, the following is clarified meaning from experts accustomed to this study.

1) Self-Repair

Repair is defined as an action to interrupt the error utterances.[9] This aims to correct meaning of the utterance that seems unacceptable for the audience or to correct linguistic errors of the utterance. While repair which initiated and did by the speaker himself is well-termed as self-repair. In the context of this study, self-repair is an action that students may do while they feel that the English utterances they produce do not meet what they actually want to utter. For instance, it is misunderstanding of the information they want to deliver because of incorrect grammar used, misspelled words, etc. Students usually will correct their unwanted English utterances in order to beat their best effort in the Spoken English Examination.

2) Speaking Performance

Speaking performance is defined as the language production in real time. [10] In the other hand, speaking performance means oral language delivered at the moment it is conveyed. In English Learning context, speaking is one of skills that can directly be observed.[11] While to assess speaking performance, oral test or examination usually held by teachers or lecturers. Speaking performance addressed in this study is the English oral production in the final examination of Spoken English Class in Second Semester of English Language Education Department in academic year of 2018-2019.

---

[9] Paul Warren, *Introducing Psycholinguistics* (New York: Cambrige University Press, 2013), 75.

[10] Rie Koizumi, "Speaking Performance Mesures of Fluency, Syntactic Complexity, and Lexical Complexity," *JABAET (Japan-Britain Association for English Teaching) Journal* 9 (2005): 5.

[11] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (California: Pearson Education Inc, 2004), 140.

CHAPTER II
REVIEW OF RELATED LITERATURE

This stage overview the related literature of the study which is explained in sub-point of this stage. It also includes the previous studies conducted by the previous researchers.

A.   Review of Related Literature

1.   English Speaking

As the one of dearest occupations, speaking becomes artery for people. They are quarreling, telling stories, conversing, even teaching for hours a day. [12] Some people often speak to themselves while looking at the mirror, or only uttering critics of something with low voice. Speaking means producing piece of language that turns out into information or message. It also becomes an output of language acquisition. Language addressed in this research is English. Thus, the explained theory of speaking here took context in English Language Learning.

The process of language production is divided into four stages.[13] At the very beginning of people that intended to utter message, they will conceptualize information. Later, it is formulated into a linguistic plan. After that, it will be articulated through the muscles in speech systems. The process of language production does not stop here. Even the message we intended to utter is released, the process are still going into the fourth stage. In this stage, people are analyzing or/and correcting whether their utterance have conveyed message they wish. Linguists named this stage as self-monitoring which is explained collaboratively to self-repair.

2.   Speaking Performance

Since competence is unobservable ability, performance is concrete realization of competence which

---

[12] David W. Carroll, *Psychology of Language*, 5th ed (Australia ; Belmont, CA: Thomson/Wadsworth, 2008), 192.

[13] Carroll, 193.

6

can be observed. [14] In teaching and learning language context, performance is defined as actual production of linguistics events in speaking and writing. Practically, measuring performance itself well-termed as test or examination.

Brown stated that a productive skill that can be directly observed is speaking.[15] He divided speaking into five categories. [16] They were written in order from the simpler to the more complex categories. Those five categories are imitative, intensive, responsive, interactive, and extensive. An ability to parrot back or imitate the sound of words, phrase, or even sentence is one of categories of speaking performance which named as imitative. The second category is short oral language production in terms of linguistics relationship such as phonological, lexical, phrasal, or even grammatical. Responsive is speaking performance in terms of interaction which includes comprehension during the interaction process. Meanwhile, interactive category system is the same as responsive. The different is on the length that also provides more complex interaction. The last is extensive or monologue. Speech, oral presentation, and story-telling are classified to extensive speaking. Those categorizes assist test-maker to decide suitable measure tools in spoken English class.

An examination taken in Spoken English Class was considered as interactive speaking. It is because interviewer asked questions which is not only assessing comprehension of speakers but also complexity of the discussion there. Lecturer confirmed that lots of criteria students should be aware of. So that their answer should be deep even it discussed simple thing around them. The answer was not as simple as responsive category. To sum up, speaking performance used in this study was interactive category.

---

[14] H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th Edition (New York: Pearson Education Inc, 2007), 35.

[15] Brown, *Language Assessment Principles and Classroom Practices*, 140.

[16] Brown, 141.

3. Error in Speaking Performance

   While producing the language, there will be moments people producing error. According to Carroll, people commonly produce error when they are under stress condition.[17] Anxious, nervous, drunk, and tired are kind of under stress condition. Artists who joined audition in a television program often said that they made mistakes because of nervous. This also happens to us, especially in the foreign language context. Compared to daily conversation practice, we may make more error during their speaking performance in front of public.

   Brown described error as addition, omission, substitution, and reordering following standard mathematical categories.[18] While, within each categories, levels of language error is considered as phonology, lexicon, grammar, and discourse.[19] The following are eight types of speech errors which is highlighted as the major types. Even though types of error cover wide range of semantic term, there are also basic types of it.[20]

Tabel 2.1 Major Types of Speech Error[21]

Types	E/C*	Examples
Shift	E	That's so she'll be ready in case she **decide to hits** it.
	C	That's so she'll be ready in case she decides to hit it.
Exchange	E	Fancy getting your **model renosed**.
	C	Fancy getting your nose modeled.

[17] Carroll, *Psychology of Language*, 194.

[18] Brown, *Principles of Language Learning and Teaching*, 262.

[19] Brown, 263.

[20] Carroll, *Psychology of Language*, 195.

[21] Carroll, 195.

Anticipation	E	**Bake** my bike.
	C	Take my bike.
Perseveration	E	He pulled a **pantrum**.
	C	He pulled a tantrum.
Addition	E	I didn't explain this **clarefully** enough.
	C	I didn't explain this carefully enough.
Deletion	E	I'll just get up and mutter **intelligibly**.
	C	I'll just get up and mutter unintelligibly.
Substitution	E	At low speeds it's too **light**.
	C	At low speeds it's too heavy.
Blend	E	That child is looking to be **spaddled**.
	C	That child is looking to be spanked/paddled.

*Error/Correction

According to the table above, when a piece of speech does not belongs to the appropriate location or appeared in the other location, then it is called as Shift. Exchanges are exchanged of two linguistics units. An earlier places which is taken place by later segment called anticipations. Anticipations differ from shifts. It shows that the error does not destroy the order but the meaning of it. Then, when a later item is taken place by an earlier item so it is called as perseverations. Additions occur when the speaker add linguistic material. Whether the speaker miss

the linguistic material, it is called deletions. It is called as substitutions when an intruder takes place in a segment. The last, blends are the appearance of a word which is considered as two intended items blended into single item. [22] These errors commonly occur even without recognition of the speaker. However, speaker can recognize the error production while there is initiation of others of himself.

4. Self-Monitoring and Self-Repair

During error recognition processes, stage of monitoring plays an important role in repairing or clarifying error utterances. At monitoring stage, both of speaker or listener can discover errors at the flow of speech or information produced. Kormos stated that it contributes to give learners knowledge of their lacks in the produced language. [23] Besides, the study of monitoring implies analysis in the field of types of self-repair, syntactic structure, and correction timing.[24] This enlarge knowledge in psycholinguistics study field.

Repair is commonly analyzed addressed to investigate the monitoring process. Meanwhile, 'correction' was a term used in past before the word 'repair' was considered as the one that suitable to explain the phenomenon.[25] The word 'correction' was interpreted as replacement of the errors with the corrected. Somehow, the 'correction' also did when the utterances were not all error. For example, speaker did clarifying information by cutting the flow of speech then replace it into new form of utterances. Accordingly, the 'correction' phenomenon changed its name as 'repair'.

---

[22] Carroll, 195.

[23] Judit Kormos, *Speech Production and Second Language Acquisition*, Cognitive Sciences and Second Language Acquisition (Mahwah, N.J: Lawrence Erlbaum Associates, 2006), 123.

[24] Kormos, 123.

[25] Emanuel A. Schegloff, Gail Jefferson, and Harvey Sacks, "The Preference for Self-Correction in the Organization of Repair in Conversation," *Language* 53, no. 2 (June 1977): 363.

Repair can be described as the reconstruction of the error of utterances. [26] This generally is drawn into two kinds, self-initiated repair and other-initiated repair.[27] The self-initiated repair occurs when the speaker himself consider error in his utterance which later being repaired. While other-initiated repair occurs by cause of the other such as listener or audiences. It can be directly corrected or appearing sign of the erroneous. That allows the speaker to repair it by himself. [28] According to the David Carroll written on his book of Psychology of Language, there are three types of repair. First is instant repair which the speaker turn back to the error words by correcting it. The second is anticipatory retracing which speaker turn back to the prior error correcting it. The last is fresh starts. It happens when speaker starts a new utterance to correct the error utterance.[29] These types of repair deal with the way how the repair produced.

Levelt formulated repair into three, different information repair, appropriateness repair, and error repair. Different information repair is the restructuring utterances because of changing mind of the speaker.[30] This happens when the speaker think his message effectively conveyed this way. Usually the speaker would stop and restructure his utterances. According to his research, different information repair was the fewest which counted as 1%. Next category is appropriateness repair. It occurs when the speaker consider his utterance brings potential ambiguity.[31] It aims to avoid the undelivered message caused by lack of context. The last type is error repair. This repair was

---

[26] Warren, *Introducing Psycholinguistics*, 75.

[27] Schegloff, Jefferson, and Sacks, "The Preference for Self-Correction in the Organization of Repair in Conversation," 363.

[28] Warren, *Introducing Psycholinguistics*, 72–81.

[29] Carroll, *Psychology of Language*, 214–15.

[30] W Levelt, "Monitoring and Self-Repair in Speech," *Cognition* 14, no. 1 (July 1983): 51.

[31] Levelt, 52.

commonly used over analyzed utterances. [32] This repair happens when the speaker consider he made error during the utterance produced in term of grammatical, phonological, or lexical. Later, the speaker would immediately repair it.

In the other version, Ali Kazemi classifies types of repair into five groups. The types are classified in order from the simplest to more complicated correction of the erroneous. It is started from the phonological repair, morphological/lexical repair, syntactic repair, context-oriented repair, and ended to the information-structuring repair category. [33] Kormos study presented by the increasing of language proficiency, attention of monitoring process during language production changed from simple error repairs into more complex repair. [34] Beginners frequently use linguistic repair compared to advances. Linguistic repairs present in this study are phonological repair, morphological/lexical repair, syntactic repair which also included as lower level types of self-repair. The rests are included as information-content repairs. Information-content repairs mentioned are context-oriented repair and information-structuring repair.

The five major categories of self-repair explain as the following. To give further explanation, examples of each types of self-repair were taken from Kazemi's data during his research. Furthermore, the following examples are written line per line to make it easier to explore.

a. Phonological repair

It is classified as this types whether there is replacing, adding, deleting, or changing the order of the phoneme. The changing of placement of the stress at the word is also considered as this type. The

---

[32] Levelt, 54.

[33] Kazemi, "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social Variables and Language Proficiency," 92.

[34] Kormos, *Speech Production and Second Language Acquisition*, 133.

following is repair in change of a phoneme of the word "heat".

1 Carbon dioxide and water vapour absorbs

2 → heat /het/ - (0.1) heat /hi:t/ when it is

3 radiated from the earth's surface.

It is showing that in line 2 of the utterances, the speaker interrupted to complete the words by suddenly changing vowel sound of 'heat'. The word does not change. However, the vowel when pronouncing it is changed. This is one of the examples of phonological repair.

There are four manners that showing how a single or more phoneme being repaired. They are called as insertion, replacement, deletion, and rearrangement. It is classified as insertion when a single or more phoneme inserted into the utterance. When the speaker replaces a phoneme with another, it is named as replacement. Then, deleting one or more phoneme is called as deletion. The last, rearrangement is happened when the speaker reorganizes between phonemes. Here is the example of rearrangement in phonological repair.

1 the first measure is that they try to

2 build- (0.1) they try to uh plant a huge

3 belt of trees along the (desert) aged

4 area to separate the fertile land and

5 → desert; in geography we /gɔ:l/- (.)

6 we call /kɔ:l/ this ( ) of trees green

The example above shows that the speaker change /g/ phoneme into /k/ repairing the word call.

b. Morphological/lexical repair

This type is intended to cover the change of word or morpheme. It is related to the word class, synonymy, hyponymy, and antonymy. It usually happens when speakers want to explain their meaning by saying the current utterance. There are three manner showing how the utterance morphologically repaired. Meanwhile, only two of the manners are addressed in this study. They are

deletion and replacement. The example of a lexical repair in a manner of replacement is written below.

1 → many people think that- (.5) ma- many
2 → people believe that this is the major
3 reason for the rapid in- speed of
4 divorce rate increase in recent years.

It is shown on the transcript that speaker change lexical items of 'think' into 'believe'. The relation of those two words are synonymy.

c. Syntactic repair

The main focus of this category is the syntactic form, such as the changing of the elements of clausal structure. There are four manner showing how the utterance syntactically repaired. They are replacement, insertion, deletion, and rearrangement. Here is one of the example of syntactic repair in a manner of replacement.

1 in addition to the harsh le:gal
2 penalty and- (0.5) and the (   )
3 um the homsexuals in Saudi Arabi
4 → also have to endu:re the social
5 → nega- (0.2) uh the negative
6 social view.

The example shows that there is a replacement of clause in line 4 to line 5. The speaker repairs the structure form from "the social negative view" into "the negative social view". This is called a syntactic repair.

d. Context-oriented repair

This category is focused on the context of the utterance. There is no repair in the form of words or structures, but dealing with the context of the topics being discussed. There are two manners of this repair type. They are insertion and replacement. The following is an example of context-oriented repair in a manner of replacement.

1 the media deliberately misinterprets this

2→ information … it is also- (.1)

3→misinterpretation and inaccurate information

4 is also due to personal bias of the writers.

The utterances above shows speaker's effort in replacing "misinterprets this information" with "misinterpretation and inaccurate information" to get in the context of topic the speaker intended to utter.

e.   Information-structuring repair

This type is focused on the way the information is delivered. This kind of repair pays attention of the information brought by the speakers and the acceptance of the audience.[35] There are four manners showing how the utterance repaired based on the information structuring. They are abandonment, insertion, replacement, and reordering. This is an example of information-structuring repair in a manner of insertion.

1 as we all know the gamblers- (0.4) the

2 Gamblers of Macau is mainly from Hong

3 → Kong because- (.) uh some visitor from

4 → China because it is too close;

Different with the other types above, speaker resumes utterance he abandoned. He inserts more information during his sentences.

Regarded to all theories written above, Levelt classified repair based on how the speaker modifies his utterance considering the context and error he made. Schegolff categorized repair in a very basic term. It is based on the initiator of who initiates repair. Meanwhile, Kazemi classified repair in five major types. The types does not differentiate whether it contains error or addressed information-content of utterances. It addresses the focus of repaired utterances in terms of phonological, lexical/morphological, syntactic, contextual, or structure of

---

[35] Kazemi, "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social Variables and Language Proficiency," 92.

the information conveyed. Phonological, morphological/lexical, and syntactic repair are considered as linguistic repair which present lower level types of repair used. Then, context-oriented and information-structuring repair are classified as information-content repair which is higher level types.

5.   Self-Repair and Speaking Proficiency

Several studies investigated self-repair and the development of speakers' competence in using language. Among those previous studies, Kormos stated that in the beginning of acquiring language process, speaker would make lots of error but few of them repaired it compared to the advance. [36] During the development of language acquisition, speaker would make fewer mistakes. While making error, advance speakers' attention would also shift from the grammatical, phonological, or lexical error to the arising of discourse level problems. This agreed by Kazemi through his study of the relation of self-repair and level of students' proficiency. His study focused on the utterance in which error is repaired whether in term of lexical-grammatical or information-content repair. The higher level proficiency students used less lexical-grammatical repair. In the opposite, the lower students' proficiency level often used lexical-grammatical repair.[37] Thus, he limited the use of five major types of self-repair into two groups.

Current research done by Tavakoli investigated the fluency construct across different levels of proficiency in Aptis Speaking test. This addressed to the test takers in different levels of lower level (A2 and B1) and higher level (B2 and C1). The number of speed, breakdown, and repair can measure fluency and predict proficiency of the

---

[36] Kormos, *Speech Production and Second Language Acquisition*, 132.

[37] Kazemi, "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social Variables and Language Proficiency," 78.

speaker.[38] Fluency reflects speaking proficiency and refers to speakers' skill using language in communicating. [39] English proficiency tests such as IELTS, PTE Academic, etc. have descriptors in assessing speaking. Aspects featured in rating scales are length of speech, repetition, pauses, speed of speech, hesitation, rhythm, self-correction, false starts, and evenness of speech. Self-correction or also well-termed as self-repair in this aspect is considered as one of communicative strategies in communicating language. Therefore, this study investigated students' types of self-repair used which relates to proficiency in speaking English.

B.   Previous Studies

There were certain research of repair in second language communication. One of the previous studies was written by Inga Hennecke. This study investigates the mechanism of self-repair. This study investigates self-repair used by bilinguals that caused to the selection of language correcting the erroneous utterance.[40] This also provide a hypothesis in a different mechanism of self-repair that a highly level of bilinguals will use higher level of self-repair.

Second previous study is an article written by Simin Zeng. This study analyses self-repair used by the Chinese students as EFL learners to manage their conversation based on the students' preferences in using the types of repair.[41] The result showed that students preferred using self-initiated self-repair than other types of repair. Thus, it initially suggested that teacher should not interrupt students whether there was error. It was worrying to interrupt students while practicing speaking that may cause negative impact to their mental development.

---

[38] Parvaneh Tavakoli, Fumiyo Nakatsuhara, and Ann-Marie Hunter, "Scoring Validity of The Aptis Speaking Test: Investigating Fluency Across Tasks and Levels of Proficiency," n.d., 2.

[39] Tavakoli, Nakatsuhara, and Hunter, 5.

[40] Inga Hennecke, "Self-Repair and Language Selection in Bilingual Speech Processing," *Discours*, no. 12 (July 10, 2013): 14–20.

[41] Zeng, "Second Language Learners' Strong Preference for Self-Initiated Self-Repair," 541–48.

Then, next previous study was held by Ngunyen Thhi Quynh Hoa and Nguyen Thi Minh Hanh. This study was analyzing the strategies used in English films that is commonly used on daily conversation.[42] Subsequently, it also presents the strategies that is suggested to be applied in teaching Spoken English. According to Hoa and Hanh, there were six strategies of self-repair he named as Lexical trouble source correction, Searching for a word, Hesitation pauses, False start repairing, Immediate lexical changes, and repetitions.[43] Those six self-repair were suggested to EFL learner to assist their problem in speaking.

Another research was also conducted by Ketut Santi Indriani. It aimed to analyze the types of error in English, types of self-correction in speaking, and the effects of self-correction in speaking towards the accuracy.[44] The result of this study in English speech errors consists of four forms of error, those are linguistical error category, surface tactics taxonomic error, comparative taxonomic errors, and communicative effect taxonomic errors. Types of self-correction on errors found in English speech by Dgits Software House employees are different message correction, correction of conformity, error correction, and covert correction. The result of the research can increase the accuracy of speech.

Most of the previous research above was focused on the self-initiated repair. Even each of the research conducted in the different areas of the study, types of self-repair by the kinds of error made, strategies used in self-repair, preference usage of the self-repair types, and the correlation between self-repair and the language selection. However, this research conducted to investigate the types of self-repair used by the students in speaking performance in final examination using IELTS interview model. Those types presented in five major which Kazemi classified in his

---

[42] Hoa and Hạnh, "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill," 1–10.

[43] Hoa and Hạnh, 10.

[44] Indriani, Yadnya, and Malini, "Pengaruh Koreksi Diri Pada Kesalahan Ujaran Bahasa Inggris Terhadap Peningkatan Ketepatan Berbicara Oleh Karyawan Dgits Software House," 107–17.

research.[45] This research focused on the analysis of self-repair types of speech production produced by the second semester students of English Teacher Education Department on their speaking performance.

---
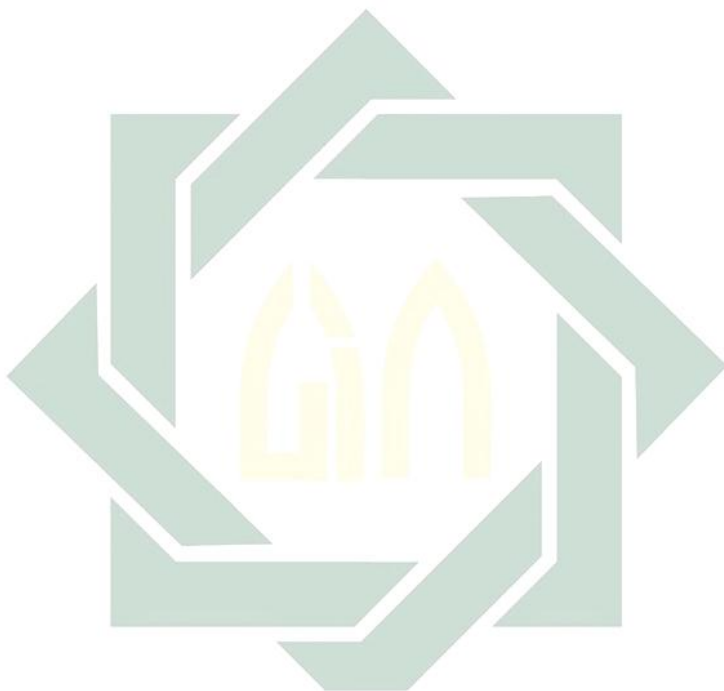
[45] Kazemi, "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social Variables and Language Proficiency."

CHAPTER III
RESEARCH METHOD

This stage outlines the method of the research. It begins with outlining the approach that is used for this study including an explanation of the design of the study. The next is the selection process of the subject and setting of the research, followed by a description of the instruments used to collect the data as well as the data collection procedure. Finally, the last sub-stage elaborated the way of analyzing the data.

A. Research Design

Based on the aim of the study, this study employed qualitative approach. Cresswell states that qualitative approach is a tool to explore the individual or social human problems that involves by collecting data from the questions of participants' setting. [46] Then, the data is interpreted to a flexible structure of report. In short, using this approach is aimed at the interpreting data collected from qualified participants to a flexible report.

This research studied repair as problem that can influence the well-acceptance information in English speaking performance. This study investigated the recorded data of the participants. Recordings are one of the artefacts or documents which is analyzed by content analysis method. Content analysis is used to use purposed to identify specified characteristics of data. [47] While this research used content analysis method, it used descriptive qualitative as the design of this research. This design allows the researcher to describe briefly the analysis of the recordings to answer the research question on the types of repair students used. According to Cohen, ex post facto means from what is done afterwards, a research that is conducted after the fact. [48] Reminding

---

[46] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (SAGE Publications, 2009), 22.

[47] Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 457.

[48] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 6th ed (London ; New York: Routledge, 2007), 264.

20

that this research was conducted after the Spoken English Class is over, it was considered as ex post facto research as well.

B.   Subject and Setting of the Research

The research was conducted in Spoken English Class of English Language Education Department of UIN Sunan Ampel Surabaya academic year of 2018-2019. In order to reach goal of the study, there were six participants targeting in a class are required to be observed and analyzed during their English speaking performance. Amount of participants is limited because this research was considered as the small-scale research. In addition, this research does not represent large population. [49] Therefore, that would prove perfectly adequate reminding that it was not being generalized. Besides, choice of subject and setting taking used to minimize analyzing time allocation. Latham stated that less than 20 participants in qualitative research assists to reduce the possibility in validity and bias threats.[50] There were some criteria of the participants. Participants were students of Spoken English Class C. Selection of participants here were based on the recommendation of lecturers. Besides, conditions of setting where final examination took place and time allocated during exam. Then, participants must attend examination the lecturer held.

C.   Data and Source of Data

Data answering research question were types of repair used by second semester students in Spoken English Examination was required as main data of this study. Source data of this study were the students' recording during the examination of Spoken English Class. This study analyzed students' examination of Spoken English recording data from the lecturer. Those were analyzed to answer research question. Through the recording, main data of this study were analyzed by using the research instrument.

---

[49] Cohen, Manion, and Morrison, 115.

[50] John Latham, "Qualitative Sample Size - How Many Participants Is Enough?," *Organization Design Studio* (blog), accessed December 19, 2019, https://www.drjohnlatham.com/.

21

D.   Data Collection Technique

The technique of collecting the data was elaborated respectively based on the research questions. Interviewing, observing, and artifacts, or also commonly known as documents, analysis are methods in collecting data. [51] Data collection technique used in this research is document analysis. The document used is unwritten document, recordings. Photographs, artwork, games, video or audio recordings were considered included as some of unwritten the documents.[52] Data answering research question on types of repair students used were recordings of Spoken English Examination.

E.   Research Instrument

Since recorder was used as tool to collect data during this research, research instrument answering research question were table of classification. The table of classifications was designed by adapting theory of five main major used by Kazemi.**[53]** The table instrument is attached in the end of this thesis (see appendix 1).

F.   Data Analysis Technique

Collected data, recording of students' speaking performance during their Spoken English Class examination from lecturer, were changed into transcription form. This step were using audio transcribe software which corrected manually. The transcribed data were reviewed and edited before continuing to the next step. Whether transcripts were ready, self-repair used were identified. Identification process caused highlighting on utterances which identified as self-repair. After that, highlighted utterances were classified to types of repair table instrument provided. Types of certain self-repair classified were analyzed by manners on how utterances repaired. The results of analysis were interpreted to descriptive qualitative explanation. Terms of participants and set data code were used in finding and discussion session. Participants were coded as P and the set data were coded based on the manner of self-repair types used. Those codes are briefly written in the list

---

[51] Ary et al., *Introduction to Research in Education*, 431.

[52] Ary et al., 431.

[53] Kazemi, "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social Variables and Language Proficiency," 92.

of abbreviations. Moreover, the utterances were written line per line so the interpretation would be easier given.

G. Trustworthiness

Checking validity in research is important to minimize incorrect data in appliances. The findings of a research called valid whether it accurately reflects the condition and supported by the evidence. Triangulation is a method developed to check and establish validity in research. [54] There are four forms of Triangulation according to Denzin. They are triangulation of data, investigator triangulation, triangulation of theories, and methodological triangulation. [55] Triangulation of data means combining data from different sources. It may be in terms of different times, places, or people. While using data from different observer or interviewers in order to balance data from different subjects is called investigator triangulation. Besides, triangulation of theories means using various theories to approach the data with various perspectives and hypotheses.[56] The last is methodological triangulation which is divided into two subtypes. Those are within-method and between-method. An example of within-method is using different subscale to measure item in questionnaire. Meanwhile, between-method is combining questionnaire and semi-structured interview.[57]

This research used data triangulation in terms of time. In the process of transcribing, the recordings were listened overtime that the data met validity. Sugiyono stated that investigating data in different time also doing recheck after that makes the data more credible. [58] Thus, researcher listened source of data over time. Besides, data of this research were also rechecked more than five

---

[54] Sugiyono Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 363.

[55] Uwe Flick, Ernst von Kardorff, and Ines Steinke, eds., *A Companion to Qualitative Research* (London ; Thousand Oaks, Calif: Sage Publications, 2004), 178.

[56] Flick, Kardorff, and Steinke, 179.

[57] Uwe Flick, *An Introduction to Qualitative Research*, 4th ed (Los Angeles: Sage Publications, 2009), 444.

[58] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, 374.

times so that there was no miss among the repaired utterances analyzed.

H.　Research Stages

  This research was conducted as steps explained. The initial step of this research is preliminary research. This step allows the researcher to observe condition of the Spoken Class. Through this step, the researcher investigated lecturers about goal of Spoken English Class and the way its goals could be met. It was explained that the goal of Spoken English Class is pointed on number five band of IELTS speaking test. Related to the goals, the researcher found that one of criteria should be aware is the use of self-correction which also well-termed as self-repair. Based on the theoretical issues, self-repair is included as an essential communication strategies in speaking performance during language proficiency interviews. It takes an important role to consider the ability of speakers. Higher proficient students show better skill in monitoring and controlling their utterances. [59] Therefore, during the examination, the use of self-correction or self-repair should influence the scoring process. Thus, this research aimed to analyze types of repair used by students during their exam.

  After conducting preliminary research, second stage was deciding the research design. Based on the issues occurred, researcher constructs research question which led into the descriptions of the issues and its limitation. Looking through the previous studies studied at same field and considering researcher goal deal with the context, descriptive qualitative research was considered as the suitable design. [60]

  The next step was conducting the research. The research was conducted at the setting explained above. Data were collected as the procedure explained. This research used primary data. Those were the recording of students' Spoken English Class examination.

  After the data required were collected, the next step of this research was analyzing the data. Table instruments were prepared

---

[59] Kazemi, "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social Variables and Language Proficiency," 63.

[60] Ary et al., *Introduction to Research in Education*, 426.

to classify the transcribed speaking performance. The table was developed from Kazemi's classifications of major types of repair. After all above stages, interpreting and concluding the data were the last step of the research. The analyzed data were reported and interpreted in the form of descriptive qualitative.
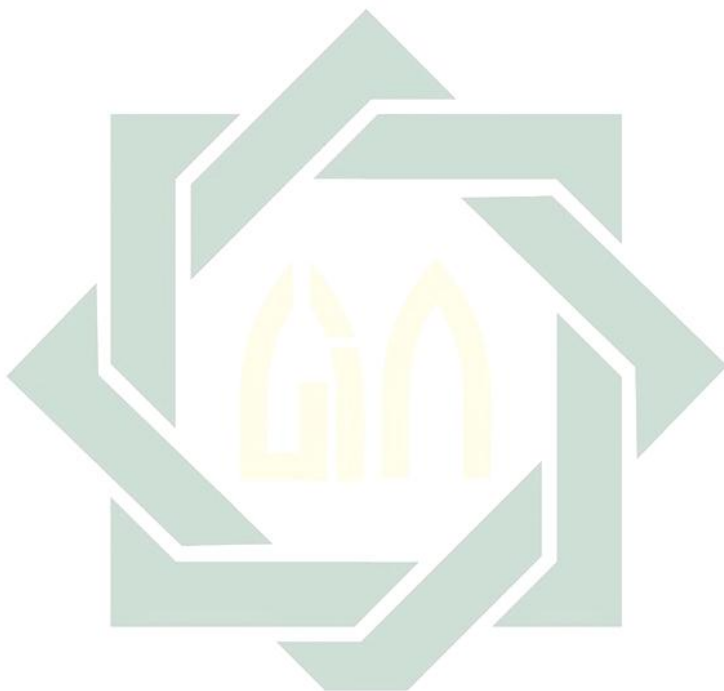
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This stage presents the results of data collected from students' speaking performance in final examination of Spoken English Class. The data are types of self-repair students used during the speaking performance. They were presented in a form of diagram with the descriptions. After presenting the findings, this stage discusses five major types of self-repair used by students. Those were compared to theories mentioned in the literature of review.

A. Research Findings

In order to gather the data of the students' use of types of self-repair, recordings of students' speaking performance in final examination of Spoken English Class are collected. There were six recordings of students analyzed. Types of self-repair analyzed are phonological, morphological/lexical, syntactic, context-oriented, and information-structuring repair. Data was taken during final examination of Spoken English Class. The examination was designed as IELTS speaking test simulation that students took a role as test taker and lecturer was interviewer. There were three sections. Each students had 15 minutes to answer all of the questions of those three sections. The total number of duration of six students transcribed were 1 hour 6 minutes and 32 seconds. Each students spoke 11 minutes in average.

The result of data analysis showed that each of the students used all of the five major types of self-repair. Most of students used syntactic repair. While types of self-repair students rarely used is phonological repair. Further explanation of findings is described below. Started from the next paragraph, researcher used term of participants for students.

1. Types of Self-Repair

Based on the analysis of the data, participants repaired 154 utterances they produced during their speaking performance in the final examination of Spoken English Class. Those utterances were classified into five types of self-repair. With percentages of each types of self-repair used, the following is figure presenting total number of self-repair types using by all participants.
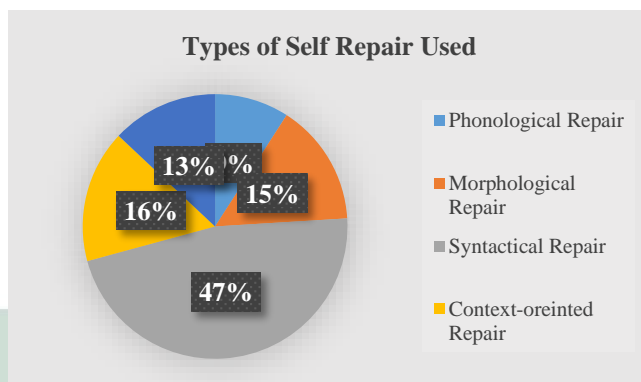
26

Figure 4.1 Types of Self-Repair Participants Used

Based on the analysis, the fewest total number self-repair types used was phonological repair. The figure showed 9% of the utterances classified as phonological repair. The number 14 utterances counted in detail were using this type. Second position of the fewest types used was information-structuring repair in 15% percentages. It was used in 20 of 154 utterances repaired. Morphological/lexical repair are used in 23 number of utterances which had 15%. Following that, the second most used types is context-oriented repair with number of 16% percentages. It only had a different number compared to morphological repair. The highest number of utterances are repaired in a term of syntactic. Almost half of the total utterances participants repaired are classified into syntactic repair. It is showed in the figure above that syntactic repair in the number of 47%. Those all types of repair discussed in detail through sub sequences below.

a. Phonological Repair

   Phonological repair was counted as the fewest repair used that only 14 utterances classified as this type. The following is figure showing total number of each manner of phonological repair.
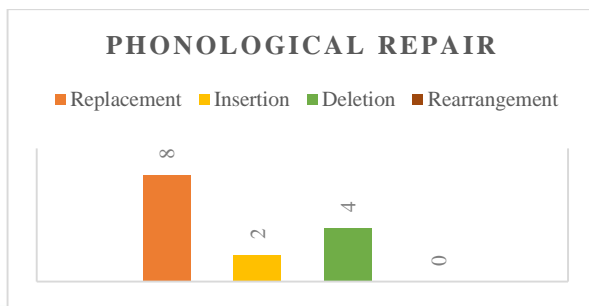
27

Figure 4.2 Phonological Repair

The figure showed that phonological repair has four manner in the way how the speaker repair his utterance. Those four manners are replacement, insertion, deletion, and rearrangement. Each of the manner has number of frequently used repair that explored more in subcategories below.

1) Replacement

The figure showed that the participants made biggest number of phonological repair in the way of replacement. One example taken from participant 3 (P3) in his eighth set of replacement (R8) in phonological repair written below.

P5-R8

1 → they has a great.. great a.. /taɪm/ ..
2 → a.. great /tiːm/ managing to .. to..
3 to.. how to be good in a group to
4 playing it as well

In the utterance above, the speaker were willing to utter the word 'team' but instead of pronouncing 'team', he produced the word 'time'. Realizing that, the speaker replaced vowels between two consonants of /t/ and /m/ from /aɪ/ into /iː/. The replacement of vowel /aɪ/ to be /iː/ was considered as phonological repair in the manner of replacement.

Another example of replacing phonemes done by participant 4 (P4) in set data of replacement 3 (R3).

P4-R3

1 I just still at home relax..relax my day

2 relaxing.. relax my body and

3 → my /mend/.. my /maɪnd/ with

4 watching television or em..eat some meal

Based on the data above, P4 repaired his pronunciation of mind from /mend/ to be /maɪnd/. It can be seen that the phonological repair of mind pronunciation here succeed. P4 replaced incorrect pronunciation of mind to the correct one.

2) Insertion

Different to replacement, the following is an example of insertion of phoneme done by participant 1 (P1) in the set data of insertion 1 (I1).

P1-I1

1 Why I love cat because cat is so cute

2 → and he and cat is a /fə'mɪliə/

3 → /fə'mɪliər/ animal for a humans

Based on the utterances above, the speaker adding phoneme /r/ that in the previous utterance, he did not pronounce /r/ in the end of the word 'familiar'. In this study, this is classified into phonological repair in term of insertion. The data showed that repaired utterances considered as phonological repair in the manner of insertion were only two. Both of the data were done by participant 1. The following is another data of the repaired utterance.

P1-I2

1 because /ðə/..

2 /ðeɪ/ will know about the real they are

Based on the data recording, P1 wanted to say word 'they'. However, the pronunciation of 'they' stopped before it pronounced perfectly. Then, P1 repaired /ðə/ into /ðeɪ/. P1 corrected it by adding /ɪ/ in the end of /ðə/. Thus, this was considered as phonological repair in the manner of insertion.

3) Deletion

      The next utterances were repaired in a term of deletion. The data was taken from participant 1 (P1) in the first set data of deletion (D1). P1 deleted one phoneme to repair his utterances. He produced phoneme /t/ while uttering the word 'so'. After he realized that the utterances he uttered did not meet what he actually wanted, he suddenly deleted /t/ phoneme and start the new word 'so'.

      P1-D1

1   → but now /stoʊ/

2   → /soʊ/ many animal

3   still using by a human

      Another example of repaired utterances in term of deletion in phonological repair was done by participant 6 (P6) in set data of deletion 4 (D4).

      P6-D4

1   → I know the cat, it have /hɪrs/ .. /ɪrs/

2   is can accept for the high frequency

      P6 repaired his utterance by deleting /h/ which changed the word 'hears' to be 'ears'. The deletion of /h/ here was considered as phonological repair because of deletion of phoneme /h/.

      In this study, there were no participants using phonological repair in a manner of rearrangement. Therefore, the number of utterances classified to this is zero.

b. Morphological/Lexical Repair

      Whether the previous type has four manners, morphological/lexical repair has only two manners. They are deletion and replacement. Based on the figure below, participants did not use morphological repair in manner of deletion. They repaired their utterances by replacing the current lexical items.

MORPHOLOGICAL REPAIR
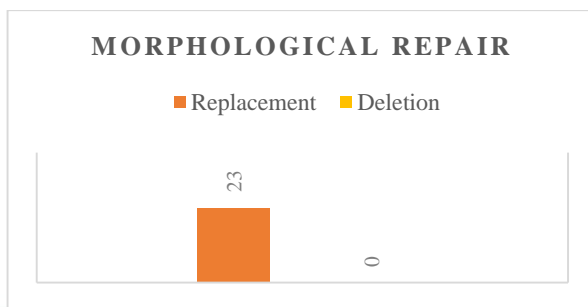
■ Replacement ■ Deletion

23

0

Figure 4.3 Morphological/Lexical Repair

Regarding to the repaired utterances of participants classified to this type, most of them are addressed to clarifying errors they made. The errors mostly are incorrect words or lexical items they wanted to convey (see appendix 1). Reminding that this type targeting in morphemes or lexical repairs, thus the change would be in terms of synonymy, antonymy, hyponymy, word class, etc. The following utterances showed that the third participant (P3) in the set data of replacement 17 (R17) stopped the flow of his speech then start from the beginning of the subject. The cut of word 'father' which uttered by only the first syllable 'fath-'. Subsequently the speaker changed it into 'mom'. The speaker repair his utterances to clarify that 'mom' is the subject that he wanted to convey.

P3-R17

1 → before my father with my <u>fath</u>-

2 my father with my <u>mom</u> go to the school

Different with the previous repaired utterance, the speaker replaced the word 'enjoy' to be 'enjoyable' in the following utterance.

P5-R25

1 → exercise is also <u>enjoy</u>.. <u>enjoyable</u>

Through flow of repair that suddenly appeared right after the targeting word 'enjoy', the speaker considered that the word 'enjoy' did not suit on the sentence he uttered. Thus, he replaced 'enjoy' with

'enjoyable'. Both have different class of word. The relationship of them are word class. Thus, this repair is considered as morphological/lexical repair.

c. Syntactic Repair

This type of repair targeted into syntactic form of utterances produced. It has biggest number in total of repair types used by participants as shown in the figure 4.1. The following is figure showing the use of syntactic in four manners. It gives more specific information of the number of utterances that considered as syntactic repair.
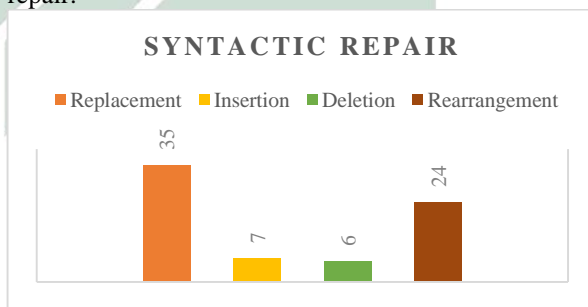

Figure 4.4 Syntactic Repair

Replacement is the most used manner of morphological repair. The figure above shows that 35 utterances were considered as syntactic repair in the manner of replacement. In opposite, deletion came the last manner which is frequently used by the participants. Through the subcategories below, the findings of this study widely presented.

1) Replacement

According to the analysis, participants often replace conjunctions, clauses, or even correcting the subject-verb agreement on their utterances. Here is utterances that speaker repaired in order to correct his violation of subject-verb agreement.

P2-R40

1 → when I were..

2   when I <u>was</u> a child

Regarding to the utterances above, the speaker repaired his utterances to correct his violation replacing 'were' with 'was'. Speaker realized that he made error in his utterance by using 'were' after subject 'I'. Therefore, he replaced 'were' by stopping the flow of speech that subsequently repaired his utterance by starting a new utterance. This kind of repair was considered as syntactic repair in the way of replacement.

There was also an example of repair in the manner of replacement which addressed conjunction. Repaired utterance was done by participant 1 (P1) in set data of replacement 34 (R34).

P1-R34
1 I can..I can..share..share a story
2 → with my cat <u>even when ..</u>
3 <u>even though</u> my cat is
4 cannot understand what I speak and
5 cannot answer what I speak

P1 repaired the use of conjunction 'even when' into 'even though'. The replacement of the conjunction was considered as syntactic repair.

2)   Insertion

When speaker was considering that the syntactic structure was incorrect and repaired his utterance by inserting syntactic features, this was called as syntactic repair in the manner of insertion. The following is an example taken from participant 4 (P4) in a set number of insertion 5 (I5).

P4-I3
1 that is at.. that is has many many
2 small small small island..
3 → small island..small island<u>s</u>

Example above showed that there was a changed in the word 'island'. The speaker added –s suffix to repair it as plural noun. The addition of the suffix to the noun followed 'many' was considered as syntactic repair in form of insertion.

3) Deletion

The data of this study found that participant 2 (P2) in the extract of deletion 7 (D7) also delete suffix -s in a verb to repair his utterance grammatically. It is written below.

P2-D7

1 I think children these days doesn't really
2 → like plays play sports or play game
3 in the real life

The evidence showed that the speaker delete suffix –s in the word 'plays' to correct his utterance grammatically. It is the rule that following 'does not', verb must take off the suffix –s .

4) Rearrangement

This manner is different compared to the three manners above. Instead of adding, inserting, or doing both of them, participants made change of his structure order. The different with information-structuring repair, this manner allows speaker to focus on the grammatical changed of his utterance. Here is the example taken from participant 2 in set data of rearrangement 5.

P2-RA5

1 I don't I don't I.. honestly
2 → I am not fit I have not fit body.

P2 rearranging his utterance to convey his message. After repeating 'I don't', he made changes his utterance three times. Finally, he ended his utterance by conveying line 2.

d. Context-oriented Repair

There are only two manners in this type of repair. They are the insertion of lexical items and replacement that affect the context of social situation based on the topic that speaker wanted to convey. Displayed through the figure, total number of utterances repaired in form of context-oriented were 25 utterances. Six of them were classified as context-oriented repair through replacement manner. The rest were considered as context-oriented repair in the manner of insertion.
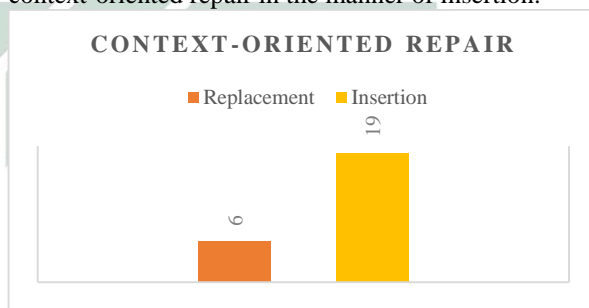

Figure 4.5 Context-Oriented Repair

The rule of insertion manner is only by inserting lexical items into the current utterances that speaker wanted to repair contextually. While the concept of replacement is deleting and adding utterance(s). As follows is detail exploration towards replacement and insertion manner in context-oriented repair.

1) Replacement

The following utterance is context-oriented repair in manner of replacement. It was uttered by participant 1 (P1) in a set data of replacement 69 (R69).

P1-R69

1   because so many people in Indonesia
2   → still have a <u>humanity</u> e.. still have
3   a.. <u>animal feeling</u>

From the utterance, speaker replaced "humanity" with "animal feeling". He wanted to

show the context of humanity by replacing it with 'animal feeling'. Instead of correcting the error or clarifying to the correct phrase, the speaker focused on specifying the context being talked.

Another example of utterances repaired by participant 5 (P5) in data replacement 73 (P73) in context-oriented was transcribed as the following.

P5-R73

1   we think so how to do it

2   → how to do that exercise.

Utterance above showed replacement of object 'it' in line 1 became 'that exercise' in line 2. Participant 5 repeating the same previous utterance of line 1 but modified the object to give context what 'it' refers to.

2)   Insertion

This manner similarly as morphological-lexical repair. One insertion of a lexical item in the utterance speaker made is considered as context-oriented type in insertion manner. The following is context-oriented repair in manner of insertion done by participant 2 (P2) in set of insertion 18 (I18).

P2-I18

1 I often witness a competition

2 → a.. badminton competition there

The utterances above shows that the speaker wanted to add more information related to the competition he witness at that time. Therefore, he inserted word 'badminton' to specify the competition he attended.

Another example taken from participant 1 (P1) in set data of insertion 11 (I11). He inserted a lexical item by cutting the flow of speech before continuing.

P1-I11

1 → But, for a..people who sell in a mark-

2 <u>traditional</u> market

P1 suddenly stop the flow of speech of the word 'market'. P1 changed what he intended to utter by inserting 'traditional' before uttering 'market'. The data showed that P1 wanted to make his information related to 'market' specific to the 'traditional market'.

e. Information-structuring Repair

This last type of repair covers the acceptance of audience which related to the structures of information conveyed by the speakers. It is different compared to the previous types. There are four manners in this types, including abandonment, insertion, replacement, and reordering of the information. Those are presented in the following figure completed with numbers of utterances classified to this type.
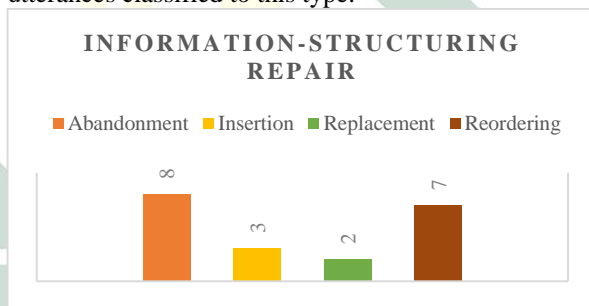
Figure 4.6 Information-Structuring Repair

Based on the data showed, detail information towards the use of this type classified in each manner explored in subcategories below.

1) Abandonment

Abandonment is a manner of this types which most frequently used by speaker. They were letting their utterance to be cut and restructure the information they wanted to convey by formulating the new utterance. However, they never come back to the previous utterances which were abandoned. Here is the

example of the utterance that abandoned by the speaker.

> P6-A7
> 1 and for the alpha in .. in .. group of
> 2 → the wolf. I'm so sorry..
> 3 in its wolf group it has two..
> 4 two types. The first is alpha and
> 5 the second is beta. For alpha is just for
> 6 the hunting and for beta is the caring
> 7 for this group

The speaker stopped the flow of information about the alpha in the beginning of the utterance. Then, he interrupted it with a new utterance structured in order to provide background information about group of wolves. However, the speaker never come back to the previous utterance he conveyed. Speaker's attitude in abandoning the utterances while producing the new was classified in manner of abandonment. Whether his focus was in the information structure, so this repair was classified into information-structuring repair.

2) Insertion

Unlike other types of repair in manner of insertion, the speaker in this type added phrase or sentence in his utterance to give background knowledge or more information of the message they intended to say. Participant 1 (P1) in data of insertion 29 (I29) showed below was an example.

> P1-I29
> 1 → emm.. it..when I played with my cat
> 2 it is.. it make it can make me so happy.

In this case, P1 stopped the flow of his utterance to add an informational phrase. Following that, he was back to the stopped utterance and complete his message.

3) Replacement

There were two data recorded in this study about information-structuring repair in manner of replacement. One of it is transcribed from participant 6 (P6) utterance classified in replacement 76 (R76) below.

P6-R76

1 → when it's cute.. their very
2 cute expression

Based on the transcribed, P6 replaced general utterance of 'cute' and added more information of 'cute'. Here, P6 tried to give information of through the replacement of his original message.

4) Reordering

The last manner of information-structuring repair here is reordering. This manner is only had by information-structuring repair. There were seven utterances classified to this manner of this type. The following is one of those seven utterances. It was taken from participant 6 (P6) in set data of reordering 7 (RO7).

P6-RO7

1 → Indonesia have not.. a..
2 yes it have a tundra forest but it's not
3 for the habitat for the wolf.

The utterance above showed P6 wanted to say an information, but then cancelled it. For a while P6 changed the information and added more information related to the message he uttered at previous.

2. Level of Types of Self-Repair

Next, processing data after classifying the types of self-repair students used during their speaking performance in the final examination was adding all the total number of each self-repair types used. Both from linguistic repair and informational content would be compared to have final conclusion to answer the first research question. The

following table provides information of numbers of each self-repair types counted.

Table 4.1 Total Number of Repair Classified

Types of Repair	P1	P2	P3	P4	P5	P6
Phonological Repair	4	0	2	3	3	2
Morphological/Lexical Repair	6	0	3	2	5	7
Syntactic Repair	11	8	10	11	20	12
Context-Oriented Repair	9	2	2	4	4	4
Information-Structuring Repair	3	4	3	1	3	6

As shown in the table 4.1, participants used all types of repair except participant 2. He left phonological repair and morphological repair column with zero number. It is different to participant 5. He used repair most compared to others. This phenomenon would be discussed more in the discussion section.

Phonological, morphological/lexical, and syntactic repair are included to linguistic repair. While the rest of the self-repair types are included to the informational content repair. Higher level proficiency students would correct the linguistic error less. They repair more frequent in informational content to emphasize the accuracy of information acceptance. The following is a figure showing comparison between the use of higher level and lower level types of self-repair. This figure is the result of the calculation between types of self-repair participants used during their speaking performance in a whole.
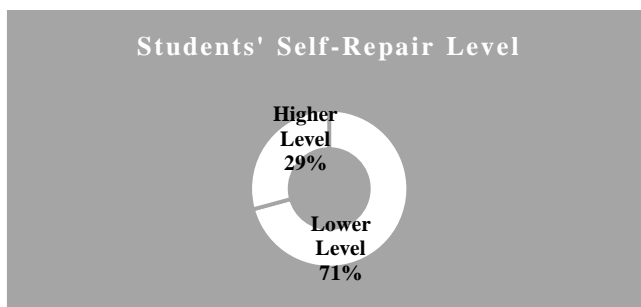
Figure 4.7 Students' Self-Repair Level

Regarding to the figure above, participants used linguistic repair in the number of 71%. In the opposite, information-content repair used in 29% of all utterances they repaired. The higher percentage of self-repair types used pushes into a conclusion that self-repair level students used were considered as lower level types.

B. Discussion

This section presents summary of findings of this study followed by the discussion of each data answering research question. Hence, this would also presents researcher's interpretation to findings relating them into theories and previous studies. The discussion would explore the main types of self-repair students of English Language Education Department used during their final examination. Following that, manner of the types would be discussed. In the end, this section would discuss the data across types of self-repair. There would be two sections separated discussing about the types of self-repair participants used and levels of self-repair participants used.

1. The Use of Types of Self-Repair

The main finding of this research are types of self-repair students used during their speaking performance in final examination of Spoken English Class. The types of self-repair itself were categorized into five major types that differs it from most of previous studies. This five types of self-repair was proposed by Kazemi in his research of self-repair. The five major types categorized self-repair into phonological

41

repair, morphological/lexical repair, syntactic repair, context-oriented repair, and information-structuring repair. These types were different compared to Levelt categories that divided self-repair into three: different information repair, appropriateness repair, and error repair. Levelt proposed error-repair differs to other types. While, Kazemi proposed those types without specific error each. However, there were rules limiting each of those types.

Going through the data analysis, the most frequently used repair is syntactic repair. Based on the analysis, students mostly focused on their grammar matters during uttering their ideas. This worked the same as previous investigation done by Levelt, Error-repair were almost a half of the repair data he had.[61] The key concept of these two types are similar. They mostly deal with the violation of grammar. Whether error-repair focused on the error of the utterances that the speaker repaired, syntactic repair aimed to repair syntactic structure. Speaker may consider that the utterance he produced contains error in term of syntactic structure. Thus, he repaired it. Kormos stated that low level language learners were put their attention mostly on their syntactic structure while they were producing oral sentences.[62] However, the repaired version of the utterances may not correct the grammar error. Sometimes, participants made the error without knowing that the new utterance was correct. The following is an example of Participant 2 (P2) in set data of Deletion 6 (D6).

P2-D6

1 so I decide to start a.. swimming

2 →when I am in.. when I.. in elementary school.

The speaker made repair by deleting 'am' in the new utterance. Even though this was considered as syntactic repair because it dealt with the structure, the repair made was also considered as not correct. Regardless of the correction, the utterance above were considered as syntactic repair because of the syntactical form as the focus of the repair.

---

[61] Levelt, "Monitoring and Self-Repair in Speech," 54.

[62] Kormos, *Speech Production and Second Language Acquisition*, 132.

However, the result of this study is opposite compared to the result of the study conducted by Indriani. Indriani found that Syntactic repair was less used compared to phonological and lexical repair.[63] Even though study showed that the number of syntactic error was bigger than both phonological and lexical error, the number of repaired utterances were the opposite.

Compared to all manners, figure 4.4 showed that the most used manner in syntactic repair was replacement. Previous study conducted by Kazemi also presented same result.[64] The highest number of manner used in syntactic repair was replacement with the percentages of 76.3%. Following that, insertion came as the second in 10.3%. The last was deletion. The result was the same compared to the result of this study. An exception was addressed to rearrangement manner. Kazemi stated 8.7% of his study result in syntactic repair was rearrangement which bigger than deletion.[65] While figure 4.4 presented the number of rearrangement manner was bigger than both deletion and insertion.

Aside from the phenomenon above, syntactic repair had more side of rearrangement manner to explore. The data showed from participant 5 (P5) in set data of rearrangement 20 (RA20). The utterance presented that P5 had difficulties in deciding the message he wanted to convey in suitable form.

> P5-RA20
> 1 so they don't they have less a..
> 3 they be unhealth.. their body is unhealthy

---

[63] Indriani, Yadnya, and Malini, "Pengaruh Koreksi Diri Pada Kesalahan Ujaran Bahasa Inggris Terhadap Peningkatan Ketepatan Berbicara Oleh Karyawan Dgits Software House," 112.

[64] Kazemi, "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social Variables and Language Proficiency," 108.

[65] Kazemi, 108.

This also happened in previous study conducted by Khodadady and Alifathabadi.[66] One of their intermediate participants on his study were having difficulties in deciding possessive determiner for her message. Another statement from Rabab'ah confirming that this type of repair was not always successful.[67] His study found that participants were trying to correct their error utterances. However, they did not successfully repair it. The following was data taken from participant 5 (P5) in the set data of rearrangement 14 (RA14).

P5-RA14

1 <u>Yes, because .. eh.. yes, doing swimming on holiday</u>
2 <u>it may</u> be can balance .. can balance our vacation

P5 meant to arrange his utterance while delivering his message. However, he produced an incorrect utterance. This was considered as syntactic repair. Although the corrected structure of his message was not successfully repaired in terms of grammar.

Since the most used type is syntactic repair, phonological repair was the fewest type used by the participants. That only took 9% of total utterances in this study. Kormos stated that repair in class of phonemes often did by children under the age of six which represent the elementary level. [68] The age above rarely do repair of phonemes but syntactic repair.

The highest rate number used of manner in this type was replacement. This also happened in the study that Kazemi held. The number of repaired utterances of phonological repair in the way replacing was ranked as the highest. Replacement was stated in 63.4% out of other five

---

[66] Ebrahim Khodadady and Jassem Alifathabadi, "Repairing Conversation and Foreign Language Proficiency," *Journal of Language Teaching and Research* 3, no. 4 (July 1, 2012): 740.

[67] Ghaleb Rabab'ah, "Strategies of Repair in EFL Learners' Oral Discourse," *English Language Teaching* 6, no. 6 (May 8, 2013): 129.

[68] Kormos, *Speech Production and Second Language Acquisition*, 132.

manners carried. [69] Meanwhile, findings showed 8 of 14 utterances repaired phonologically in the way of replacement.

Furthermore, figure 4.2 of the findings presented the number of deletion manner was bigger than insertion. This differed to Kazemi's data in his research that insertion was 17.4%.[70] That was bigger than the number of deletion used, which was only 6.3%. Thus, the result of this study was contrast to Kazemis.

The second fewest types of repair used is information-structuring repair. This type was classified as the highest level in the discourse analysis. Previous study done by Levelt found that only 1% of data showed repair in focus of information structuring.[71] Regarding to both of the studies done, this type was considering as rare type used by the participants.

The last two types are morphological/lexical and context-oriented repair. Those are almost similar in the repairing way. In the context-oriented type in manner of insertion, the speaker may repair his utterance to emphasize the context of topic he talked by only inserting a lexical item to his utterance. Thus, the utterance he repaired included into context-oriented repair. Somehow, insertion of the lexical items into utterances was not considered as morphological/lexical repair. But, it was classified as context-oriented repair. The following is an example of context-oriented in the manner of insertion done by participant 1 (P1) in tenth set data of insertion (I10).

P1-I10

1   But, so much cat and..so much <u>wild</u> cat

2   and wild dog are not

The speaker repaired his utterance by inserting the word 'wild'. It aimed to give context that the 'cat' he talked

---

[69] Kazemi, "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social Variables and Language Proficiency," 99.

[70] Kazemi, 99.

[71] Levelt, "Monitoring and Self-Repair in Speech," 51.

was 'wild cat'. Whether it only inserted a word, it was considered as context-oriented repair. Because the speaker aimed inserting the word to emphasize the context of the topic he talked. Compared to the other manner, figure 4.5 showed that insertion in this type of self-repair was ranked as the highest. The result of previous study was also the same. Kazemi stated in his study that insertion carried 73% utterances that repaired in the way of insertion in this type.[72] The result of Kazemi's study and this study were almost the same. The number of insertion compared to replacement equal with 3:1.

Comparing across the data of types of self-repair, replacement appeared as the highest manner in all linguistics repair such as phonological repair, morphological repair, and syntactic repair. This result was confirmed that study done by Kazemi presenting the same result of data analyzed.[73] Even though replacement also occurred in context-oriented and information-structuring repair, it was not placed as the highest. Kazemi stated that the highest number of manner in information-structuring repair was abandonment. [74] While insertion rated as the biggest number manner in context-oriented repair.[75] Both of the previous results were presented similarly of data collected shown in figure 4.4 and 4.5 in this study.

2. Students' Types of Self-Repair and Speaking Proficiency

Findings indicated students used low level of self-repair types. This was concluded based on the result of the data analyzed. Students repaired more than a hundred of utterances using linguistics repair. In contrast, not more than fifty utterances were repaired using information-content focus types. Speakers' proficiency level was considered as lower when they used more linguistics repair. Meanwhile,

---

[72] Kazemi, "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social Variables and Language Proficiency," 113.

[73] Kazemi, 99–109.

[74] Kazemi, 115.

[75] Kazemi, 113.

advance speakers repaired their utterances less on it. They paid attention more in delivered message.[76] While modified version did not target change of the message.[77] Moreover, Harmaini stated when students' cognitive reached highest level, they potentially mastered English by understanding grammar, acquiring vocabulary, and capable in using them during their communicative interaction.[78] Participants of this study were using information content repair less than linguistics repair. Thus, it can be concluded speaking proficiency level was predicted as lower as the use of self-repair types.

However, there was a unique finding. Looking in detail on the table 4.1, participants used all five major self-repair types except participant 2. Phonological repair and morphological/lexical repair were not used by participant 2. Therefore, the number of those two types were both zero. Tavakoli stated that the lowest level she observed (A2) made very few self-repair.[79] It needed to highlight that P2 used few of self-repair compared to other participants. Another statement by Kormos, beginners would make more mistakes but no more repair those mistakes.[80] Moreover, In addition, the use of linguistics repair was more often than information-content repair.

According to discussion above, this phenomenon strengthen conclusion of the calculated number of self-repair types used by students of English Language Education Department was in lower level. Students used linguistic

---

[76] Kormos, *Speech Production and Second Language Acquisition*, 134.
[77] 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 Lecturer At Widya Mandira Catholic University Kupang In Academic," December 30, 2017, 315.
[78] Harmaini, "Dampak error correction Terhadap Perkembangan Kognitif Siswa Dalam Proses Penguasaan Bahasa Inggris," 9.
[79] Tavakoli, Nakatsuhara, And Hunter, "Scoring Validity of The Aptis Speaking Test: Investigating Fluency Across Tasks and Levels of Proficiency," 28.
[80] Kormos, *Speech Production and Second Language Acquisition*, 132.

repair more often than information-content repair. They commonly used syntactic repair that the number of percentages was almost half of repaired utterances which Kazemi's data said so. To sum up, the result of present study was not significantly different compared to the previous studies conducted by previous researcher. The unique data collected were also similar to the previous findings.
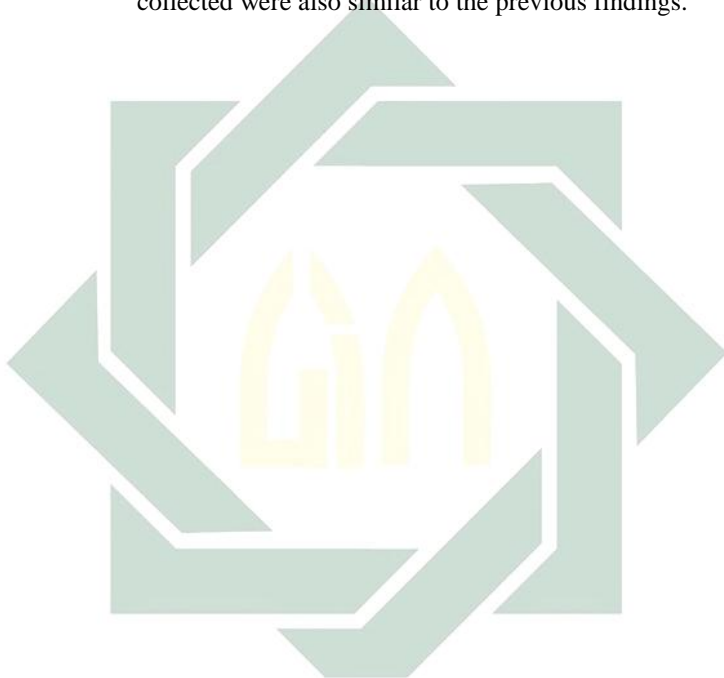
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents two sections of conclusion and suggestion. It presents conclusion of research findings of proposed research question. Subsequently, it presents suggestions concerned to the research.

A. Conclusion

Based on the study conducted, data analysis showed that participants used most of all five major categories in repair during their speaking performance. Those five major are phonological repair, morphological/lexical repair, syntactic repair, context-oriented repair, and information-structuring repair. Phonological repair was the fewest with 9% number of usage. The second fewest number of types was information-structuring with 13%. Following that, there was 15% of utterances repair using morphological/lexical repair. Then, context-oriented repair was 16% used. The last biggest number of self-repair types was syntactic repair with the number of 47%.

B. Suggestion

Continuing the research finding, the following are suggestions related to the conducted study.

1. For Students

Self-repair occurred when the speakers monitor their flow of speech conveying messages. Developed speaking skill can be predicted by the types of self-repair used. Students may evaluates themselves by analyzing their speech production during speaking performance. So that, the monitoring in language learning may assist their development in acquiring the target language.

2. For Lecturers

The result of this research may give evaluation of Speaking Class progressed in second semester. Even though, the present study did not target into all students in whole class. This may be complement of students' scores in past final examination held. Besides, this research may give inspiration to the next Spoken Class lesson plans related to communication strategies students should learn.

49

3. For Future Researchers

Since syntactic repair was the most self-repair type used. The researcher suggests study investigating factors influencing the use of syntactic repair. Then, other research suggested is following this study by investigating participants in the higher level of semester. The higher semester participants, the result may be different. Therefore, further research can assist deeper understanding from the next finding in highest level semester students. Another suggestion is conducting future research in the other areas of speaking performance. Examples of other speaking performance area are debate, daily conversation, speech or monologue, role play, etc. The result of types of self-repair may differ from present research.

REFERENCES

Ary, Donald, Lucy Cheser Jacobs, Asghar Razavieh, and Donald Ary. *Introduction to Research in Education*. 8th ed. Belmont, CA: Wadsworth, 2010.

Brown, H. Douglas. *Language Assessment Principles and Classroom Practices*. California: Pearson Education Inc, 2004.

———. *Principles of Language Learning and Teaching*. 5th Edition. New York: Pearson Education Inc, 2007.

Carroll, David W. *Psychology of Language*. 5th ed. Australia ; Belmont, CA: Thomson/Wadsworth, 2008.

Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. 6th ed. London ; New York: Routledge, 2007.

Flick, Uwe. *An Introduction to Qualitative Research*. 4th ed. Los Angeles: Sage Publications, 2009.

Flick, Uwe, Ernst von Kardorff, and Ines Steinke, eds. *A Companion to Qualitative Research*. London ; Thousand Oaks, Calif: Sage Publications, 2004.

Harmaini, Fitrina. "Dampak error correction Terhadap Perkembangan Kognitif Siswa Dalam Proses Penguasaan Bahasa Inggris," n.d., 10.

Hennecke, Inga. "Self-Repair and Language Selection in Bilingual Speech Processing." *Discours*, no. 12 (July 10, 2013).

Hoa, Nguyễn Thị Quỳnh, and Nguyễn Thị Minh Hạnh. "Repair Strategies in English Conversations and Their Application in Teaching English Interaction Skill," n.d., 10.

IELTS Speaking Band Descriptors. "IELTS Speaking Band Descriptors." Accessed June 20, 2019. http://ielts.com.au.

Indriani, Ketut Santi, Prof. Dr. Ida Bagus Putra Yadnya, and Dr. Ni Luh Nyoman Seri Malini. "Pengaruh Koreksi Diri Pada Kesalahan Ujaran Bahasa Inggris Terhadap Peningkatan Ketepatan Berbicara Oleh Karyawan Dgits Software House." *Linguistika*, 47, 24 (2017): 107–17.

John W. Creswell. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition*. SAGE Publications, 2009.

Kazemi, Ali. "A Systematic Study of Self Repairs in Second Language Classroom Presentations: With Some Reference to Social

Variables and Language Proficiency." The University of New South Wales, 2006.

Khodadady, Ebrahim, and Jassem Alifathabadi. "Repairing Conversation and Foreign Language Proficiency." *Journal of Language Teaching and Research* 3, no. 4 (July 1, 2012): 736–43.

Koizumi, Rie. "Speaking Performance Mesures of Fluency, Syntactic Complexity, and Lexical Complexity." *JABAET (Japan-Britain Association for English Teaching) Journal* 9 (2005): 5–33.

Kormos, Judit. *Speech Production and Second Language Acquisition*. Cognitive Sciences and Second Language Acquisition. Mahwah, N.J: Lawrence Erlbaum Associates, 2006.

Latham, John. "Qualitative Sample Size - How Many Participants Is Enough?" *Organization Design Studio* (blog). Accessed December 19, 2019. https://www.drjohnlatham.com/.

Levelt, W. "Monitoring and Self-Repair in Speech." *Cognition* 14, no. 1 (July 1983): 41–104.

Rabab'ah, Ghaleb. "Strategies of Repair in EFL Learners' Oral Discourse." *English Language Teaching* 6, no. 6 (May 8, 2013): p123.

Schegloff, Emanuel A. "The Relevance of Repair to Syntax-for Conversation." *Discourse and Syntax* 12, no. Syntax and Semantics (1979): 261–68.

Schegloff, Emanuel A., Gail Jefferson, and Harvey Sacks. "The Preference for Self-Correction in the Organization of Repair in Conversation." *Language* 53, no. 2 (June 1977): 361.

Sugiyono, Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2015.

Tavakoli, Parvaneh, Fumiyo Nakatsuhara, and Ann-Marie Hunter. "Scoring Validity of The Aptis Speaking Test: Investigating Fluency Across Tasks and Levels of Proficiency," n.d., 56.

Warren, Paul. *Introducing Psycholinguistics*. New York: Cambrige University Press, 2013.

Wisrance, Maria Wihelmina. "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," December 30, 2017.

Zeng, Simin. "Second Language Learners' Strong Preference for Self-Initiated Self-Repair: Implications for Theory and Pedagogy." *Journal of Language Teaching and Research* 10, no. 3 (May 1, 2019): 541.