

**CONVERSATION REPAIR STRATEGIES IN THE
INFORMAL DEBATE OF VICE YOUTUBE CHANNEL**

THESIS



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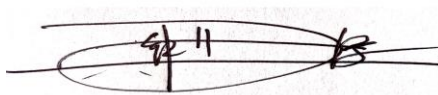
**CONVERSATION REPAIR STRATEGIES IN THE INFORMAL DEBATE OF
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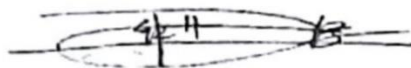
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ABSTRACT

Elvira, I. (2022). *Conversation Repair Strategies in the Informal Debate of VICE YouTube Channel*. English Department, UIN Sunan Ampel Surabaya.
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Keywords: conversation analysis, types of repairs, functions of repairs, techniques of repairs, informal debates.

This thesis examines repair strategies in informal debates on the official VICE YouTube channel. The study's research questions: (1) What types of conversational repair strategies are used by the participants in informal debates on the VICE YouTube channel? (2) What is the function of conversational techniques of other-initiated repair used by the participants in informal debates on the VICE YouTube channel?

This research used a descriptive qualitative approach. The researcher collected the data by transcribing the debate conversations on one of the VICE YouTube channel videos. Then, the researcher analyzed the types of repairs and the function of conversational techniques of other-initiated repair. After that, the researcher classified the identified data to determine the types of repairs and the function of conversational techniques of other-initiated repair uttered by the participants in the informal debate.

As a result, the researcher found four types of repairs used by the participants in the informal debate. The researcher found 33 utterances containing types of repair strategies spoken by the debate participants. The participants mostly uttered self-initiated self-repair with twelve utterances, other-initiated other-repair with eight utterances, self-initiated other-repair with four utterances, and other-initiated self-repair with four utterances. Furthermore, the researcher found two functions of repair, namely recycling and replacing. The researcher also found four conversational techniques of other-initiated repair: use particles and expression, abruptly stop speaking, asking questions, and repeat part of the utterance. As a result, the researcher found 33 utterances containing the function of conversational techniques of other-initiated repair spoken by the participants of the informal debate.

ABSTRAK

Elvira, I. (2022). *Strategi Perbaikan Percakapan Debat Informal pada Saluran Youtube VICE*. Program Studi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing: Endratno Pili Swasono, M.Pd.

Kata Kunci: analisis percakapan, jenis perbaikan, fungsi perbaikan, teknik perbaikan, debat informal.

Tesis ini mengkaji strategi perbaikan dalam debat informal pada saluran YouTube VICE. Rumusan masalah dalam penelitian ini: (1) Strategi perbaikan percakapan seperti apa yang digunakan oleh peserta debat informal di saluran YouTube VICE? (2) Apa fungsi teknik percakapan perbaikan inisiasi lainnya yang digunakan peserta debat informal di saluran YouTube VICE?

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Peneliti mengumpulkan data dengan menyalin percakapan debat di salah satu video saluran YouTube VICE. Kemudian peneliti menganalisis jenis perbaikan dan fungsi teknik percakapan dari perbaikan inisiasi lainnya. Setelah itu, peneliti mengklasifikasikan data yang teridentifikasi untuk menentukan jenis perbaikan dan fungsi teknik percakapan peningkatan inisiasi lainnya yang diucapkan oleh peserta debat informal.

Hasilnya, peneliti menemukan empat jenis perbaikan yang diucapkan oleh peserta debat Informal. Peneliti menemukan 28 ucapan yang berisi jenis-jenis strategi perbaikan yang diucapkan oleh peserta debat. Sebagian besar peserta memiliki dua belas ucapan perbaikan diri sendiri, delapan ucapan perbaikan yang diprakasai dan diinisiasi pembicara lain, empat ucapan inisiasi sendiri yang diprakasai pembicara lain, dan empat ucapan diinisiasi pembicara lain dan perbaikan sendiri. Selanjutnya, peneliti menemukan dua fungsi perbaikan percakapan yaitu pengulangan dan penggantian. Peneliti juga menemukan teknik perbaikan yang diinisiasi pembicara lain yaitu penggunaan partikel dan ekspresi, berhenti berbicara, mengajukan pertanyaan, dan mengulang ucapan. Hasilnya, peneliti menemukan 33 ucapan yang mengandung fungsi teknik percakapan dari perbaikan yang diinisiasi pembicara lain yang diucapkan oleh peserta debat informal.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of study, the significance of the study, the scope and limitations of the study, and definitions of key terms.

1.1 Background of Study

Repair in conversation occurs when someone corrects their conversation by giving opinions, comments, and emotions when talking to the other person. The repair can happen in any condition and situation, whether in formal cases, such as meetings and interviews, or informal situations, such as everyday conversation. Conversation repair strategies are the way for someone to repair their conversation when they get distracted or nervous while speaking. Hayashi, Raymond, and Sidnell (2013) state that humans can hardly avoid routine occurrences of problems, misunderstandings, and imperfections in interacting. Of course, every speaker has made mistakes and corrected their pronunciation from these cases. According to Liddicoat (2007), conversation repair refers to how the speaker handles errors or problems in the utterance. Schegloff, Jefferson, and Sacks (1977) state that the speaker does conversation repair to correct speaking mistakes by correcting something wrong. Conversation repair entails repeating the speaker's wrong words in their utterance. Paltridge (2006) states that the speaker can correct speech or even correct other speakers' sentences when conversational

repair appears. Repair is used in conversational analysis to indicate diverse speech phenomena and determine which speech needs repair.

Conversation analysis also has several approaches: adjacency pair, preference organization, turn-taking, and repair. According to Liddicoat (2007), adjacency pairs begin when there is a response to the interaction between two speakers, whereas preference organization appears when there is a reaction in a conversation related to a speech pattern. According to Sidnell (2010), turn-taking aims to organize and manage the contributions of the various people involved. In conversation, of course, have the opportunity to participate through a turn-taking system. Meanwhile, according to Hayashi, Raymond, and Sidnell (2013), conversation repair occurs in error during speech production. The error is considered an accident committed by the human mind. However, the main focus of this research is conversation repair.

The researcher chose conversation repair to study because repair in conversation is an interesting topic. A repair in conversation can happen in any condition and situation, whether in formal discussions, such as meetings, teaching, interviewing, or informal discussions, such as everyday conversations. Therefore, the conversational repair is an interesting topic to show that correcting the speech error aims to avoid misunderstanding the meaning. The main focus of this research is conversation repair because analyzing conversation is a challenging thing for the researcher to examine speaker errors and their strategies for correcting speech errors. Thus, this study examines the types of conversation repair strategies and the functions of conversational techniques of other-initiated

repair using different theories. The researcher uses the theory from Geluykens to identify the types of repairs. Geluykens categorizes four types of repairs, namely self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and other-initiated other-repair. In the following theory, the researcher uses the theory proposed by Fox, Hayashi, and Jasperson to identify two repair functions, namely, recycling and replacing. In addition, the researcher uses Finegan's theory to identify four techniques of other initiated repairs in conversation, namely asking questions, repeating part of the utterance, abruptly stop speaking, use particles and expressions.

Although several sources differ in the conversation repair methods, none use informal debate as a data source. Many of them use formal or structured conversations, such as formal debates (Puspitarani, 2021; Wahyuningtyas, 2014; Mahardhika, 2013), movies (Hidayah, 2015), and online chat (Tiara, 2018). Moreover, some researchers use informal conversations as a data source, such as talk shows (Baity, 2019; Hasyim, 2019) and classroom interaction (Pujarwanti, 2019). It proves that conversation repair can happen in any condition and situation, whether in formal cases, such as meetings and interviews, or informal situations, such as everyday conversation.

Contrary to previous research, this study uses informal conversations during a debate. In this case, the researcher can distinguish structured conversations such as formal debates, films, and online chats, while daily conversations such as talk shows, class interactions, and informal debates. Formal debate is a conversation that has been arranged and made long before the speaker

starts the conversation. Moreover, when conducting the formal debate, the speaker cannot restate their statement unilaterally; all parties must approve it. In contrast, informal debates are more directed to everyday conversations spoken naturally, and speakers frequently attempt to change their words and the meaning of the conversation. Thus, the speaker can freely express their opinions without revising their statements. The researcher examines conversation repair through informal debates in which the participant speaks spontaneously and freely by adding some arguments. According to Freeley and Steinberg (2009), the informal debate is an activity by nature, and this activity can carry in the discussion process. Therefore, the researcher can find more conversational repairs in informal debates than in movies, formal debates, online chats, and other structured conversations. In connection with the previous research, the researcher took several relevant studies that have been studied.

A study conducted by Pujarwanti (2019). In this study, the researcher analyzed conversation repair in classroom interaction. When analyzing the data, this study applies Schelgoff, Jefferson, and Sacks (1977) theory to examine types of repair and finds two kinds of repair: self-initiated of other repairs and self-repairs of self-initiated. The researcher also found several initiation factors that caused repair during interactions, including cognitive difficulty, situational anxiety, and social factors using Clark and Clark's (1977) theory.

Tiara (2018) analyzed repair strategies on online chat. The researcher used a qualitative method to analyze the data in this study. The researcher identifies repair strategies' types, techniques, and purpose in the online Whatsapp group

chat. The researcher found the most frequent types of repair strategies, namely other-initiated self-repair, with a percentage of 52.5% using the theory of Schegloff, Sacks, and Jefferson (1977). The researcher also found several techniques of repair strategies applying Finegan's (2008) idea, such as asking questions and giving possible understanding. Last, the researcher found the purpose of repair strategies, such as to get a further explanation, clarify a thing, and rectify the mistyping in the utterance.

The other study about conversation repair conducted by Baity (2019) analyzed conversation repair in talk show episodes. The researcher collected the data from video transcripts on one of the channels on YouTube, namely The Graham Norton Show. The researcher selects the most viewed episodes on its YouTube channel. In the results of this study, there are several types of repairs used by the speaker in a talk show. There are other repairs on other initiated two times, self-initiated of other repairs six times, self-repairs of other initiated seven times, and self-repairs of self-initiated 81 times.

Moreover, the study on conversation repair has also been carried out by Hasyim (2019), analyzing repairs in "The Ellen Show" with Barack Obama to identify types and repair operations. The researcher used a qualitative descriptive with the theory applied by Miles (1994). As a result, the researcher found self-repairs of self-initiated 20 times, followed others self-initiated of other repairs two times, other repairs of other initiated one time. On the other hand, eight types of repair operations are found in this study, including recycling one time, reformatting one time, reordering one time, deleting two times, sequence jumping

two times, parenthesizing found two, replacing found three times, and inserting six times.

The following previous studies related to this study were conducted by Hidayah (2015). The researcher identifies and describes the various types of repair and the repair's function on utterances in the conversation of "The Magic of Belle Isle" movie. The researcher collects data by observation and documentation. The researcher found all types of repairs and repair functions; to suggest, clarify, replace, ask, explain, assert, and convince.

There are previous studies that use a debate as a data source. The study conducted by Wahyuningtyas (2014) used an English debate competition as a data source with a different approach. The data source of this research is a formal debate to focus on analyzing the use of registers. The researcher found 14 different registers in the findings even though their meanings were almost identical. There were three participants in one team in which the adjudicator had higher power than the others in a debate. The purpose of applied communication is to provide information, provide information procedures, and announce the way for specific actions in arguing. While the other participants, namely positive and opposing teams, were used to knock down opponents against each other and persuade the jury to support their team's arguments.

Puspitarani (2021) also conducted conversation repair research in a debate. The researcher investigates repair in conversations used by presidential candidates in 2018. This study found 21 types of morphological errors, 19 utterances of information arrangement errors, six syntactic errors, and five phonological errors

used by Donald Trump. The types of errors that Hillary Clinton uttered were seven utterances of structuring information, three morphological errors, two syntactic errors, and one phonological error. Furthermore, the researcher also found the types of repairs spoken by Donald Trump, who had 49 self-repairs. Moreover, Hillary Clinton has nine self-repairs and self-repair initiated by others. However, the presidential debate conducted formally where the data obtained is less than a debate that worked informally.

Mahardhika (2013) conducted female debate members to research language style as a data source. The researcher found two features of women's language used in a debate: lexical hedges and tag questions. To avoid certainties, female debaters employ linguistic hedges. Then, the question tag forces the opposing team to agree with their statement. Meanwhile, one female debater used the super polite form when an incident occurred, and the ILF female debater did not use any other features. Nevertheless, the previous studies used a formal debate as to the data source where the conversations carried out by participants are less natural than the conversations spoken by the participants in the informal debate.

This research used a debate video from the VICE YouTube channel for the reasons. First, the debate chosen is a natural and spontaneous conversation in interacting with one another. Second, the researcher decided to use videos through the VICE YouTube channel because the debate was an informal debate. Informal debate on the VICE YouTube channel is a natural conversation, and this approach is less structured than formal conversation. In this activity, the moderator asks the speaker to consider their feelings about the topic under debate. Therefore, the

researcher has a great opportunity to find some speech repairs uttered by the participants when they get a speech error in a conversation.

This research used one of the debate videos from the VICE YouTube channel as a data source. The video that the researcher chose was an informal debate carried out by several participants that contained conservative and progressive women to discuss the current state of feminism in America. The participants divided the discussion into two groups; the conservative side, which contained three participants, and the progressive side, which included six participants. Conservatives tend to limit changes, conditions, and institutions. In contrast, progressives tend to support change, progress, and improvement.

Most of the previous researchers researched by placing the types of conversational repairs as the main focus, but none examined the combination of functional repairs and other-initiated repair techniques. This study combines the functions and techniques of other-initiated repairs to determine the functions of the conversational repair techniques used by other speakers. Thus, researching the function of the other-initiated repair technique is essential to find out the function of conversational techniques that other speakers use to repair and signal when the speaker gets an error while speaking. Besides, although previous research deals with conversation repair, the researcher conducted research using different data sources from the previous research. This study uses informal debate because previous studies used movies, formal debates, talk shows, classroom interaction, and online chat as the data source. Debate is a way for someone to express their argument to reach the truth. Informal debate is an activity by nature in the

discussion process (Freeley & Steinberg, 2009). No studies have used informal debate videos taken from one of the YouTube channels named VICE as a data source to the best of the researcher's knowledge.

However, in this study, the researcher focused on the conversation repair to find the types of repair and function of conversational techniques of other initiated repair carried out by the participants in the informal debate using Geluykens's theory to identify types of repair, Fox, Hayashi, and Jasperson's theory to determine the function of repair, and Finegan's approach to identifying the techniques of other initiated repairs.

1.2 Problems of Study

1. What types of conversational repair strategies are used by the participants in informal debates on the VICE YouTube channel?
2. What is the function of conversational techniques of other initiated repair used by the participants in informal debates on the VICE YouTube channel?

1.3 Significance of the Study

This research has provided theoretical and practical contributions in linguistics, especially in repair strategies as one of the focuses of conversational analysis. This research has conveyed and explained the types of conversation repair strategies used by participants in the informal debate using Geluykens' theory. This research has also described the function of conversational techniques of other-initiated repair using Fox, Hayashi, and Jasperson's theory and Finegan's

theory in conversations with participants in the informal debate. From these results, the researcher created this research to discover new findings related to the analysis of repair strategies as a guide for further study. The researcher has provided the readers with an understanding of the types and the function of other initiated repair conversational techniques when using repair in a debate conversation through this research.

1.4 Scope and Limitation of the Study

The study focused only on Conversational Analysis (CA), known as conversation repair. The data for this study was taken from one of the videos from the official VICE YouTube channel. The researcher uses the types of repair strategies using Geluykens' theory (1994), functions of repair strategies using Fox, Hayashi, and Jasperson's theory (1996), and techniques of repair strategies using Finegan's theory (2008). These theories analyze the types of repair strategies, the functions of repair strategies, and the techniques spoken by the participants during a debate. The researcher limited the research subject to only the participants and the host when conducting a debate. The researcher limited the research subject to focus on the types, functions, and techniques of repair strategies used by participants in a debate.

1.5 Definition of Key Terms

A conversation is a communication carried out by two or more people to interact.

Conversation analysis is an approach for studying talk in interaction that originated from the ethnomethodological sociology tradition.

Conversation repair is repairing errors in a speech made by the speaker, whether corrected by themselves or others.

A function is an important point that has usability for something.

Techniques of repair are applying a method to correct speech errors.

Informal debate is an expression of thoughts without showing strong evidence conducted by two or more people.



CHAPTER II

REVIEW OF LITERATURE

This chapter presents several theories related to this research to answer the study of problems. The theories associated with this research are types of repairs, functions of repairs, and techniques of repairs.

2.1 Conversation Analysis (CA)

Conversation analysis has a structural analysis of describing actions, activities, and interactions. Sidnell and Stivers (2012) said that to consider the purpose of this analysis, the data needed must also be in the form of spontaneous activities. Spontaneous social interactions usually occur naturally without artificial interactions. According to Have (2007), conversational analysis is any study that deals with people talking to each other, verbal communication, or language use. Meanwhile, according to Wooffitt (2005), conversational analysis is an oral interaction. It means expressing words to communicate with others. It can be concluded that conversation analysis is a spontaneous interaction with other people.

Conversation Analysis (CA) involves several approaches to analyzing conversations, namely adjacency pair, preference organization, turn-taking, and repair. According to Sidnell (2010), turn-taking is a way to organize and manage contributions from the various people involved. In conversation, of course, have the opportunity to participate through a turn-taking system. Adjacency pair and preference organization, according to Liddicoat (2007), adjacency pairs are

responses to interactions between speakers and listeners, while preference organizations are responses in conversation that refer to patterns in speaking. Meanwhile, according to Hayashi, Raymond, and Sidnell (2013), repair occurs in error during speech production. An error is considered an accident committed by the human mind.

2.2 Conversation Repair Strategies

Repair is a strategy used by the speaker in oral discourse when carrying out a conversation. A repair strategy is a way for someone to fix everyday speaking, understanding, and listening problems. The repair can occur when a person hesitates in making words in their pronunciation, such as "*I mean*," which is considered speech fluency. Repair strategies in conversation are also a way for speakers to correct mistakes that occur in other people. Canonio, Nonato, and Manuel (2017) said that the case of repair strategies is how the speaker converts something owned by another person and checks what he has understood. According to Hayashi, Raymond, and Sidnell (2013), repair occurs when an error occurs during speech production. Moreover, the repair is about correcting grammar and a speaker's expression when speaking.

2.2.1 Types of Repair Strategies

According to Geluykens's theory (1994), there are four types of repair that are self-initiated other-repair, self-initiated self-repair, and other-initiated other-repair other-initiated self-repair.

2.2.1.1 Self-Initiated Self-Repair

Self-repairs of self-initiated is the type of repair when the speaker repeats a sentence to resolve a problem. Self-repairs of self-initiated are used to fix the speaker's speech when the speaker finds it difficult to correct, and then the speaker repairs their speech after a brief pause. According to Geluykens (1994), The speaker himself initiated repair without explicit verbal instructions. However, pausing can signal the speaker's initiation for repair; they brought it back in a moment.

Example:

"And I went to the Doctor's to get a new perception— I mean a new prescription".

The trouble source is the word mentioned by the speaker. The speaker wants to say a prescription. Instead of mentioning "prescription," the speaker mentions perception.

2.2.1.2 Other-Initiated Self-Repair

Self-repairs of other initiated appear when the speaker handles the problem due to a signal from the receiver. The receiver initiated to correct the mistakes spoken by the speaker, and the speaker repairs the speech to avoid misunderstanding.

Example:

A: I want to know about the new paper.

B: New paper?

A: Uh, sorry, I mean the newspaper.

(Geluykens, 1994)

From the conversation above, speaker B tries to correct speaker A utterance. The speech error of speaker A is when he wants to go back to his chair. Instead of saying "the new paper," speaker A says, "the newspaper." The recipient, speaker B, then corrects the speaker's utterance.

2.2.1.3 Self-Initiated Other-Repair

Self-initiated of other-repair is when the speaker wants to say something but forget the words that need to mention, such as events, places, and things. This case can cause the conversation to repair, especially a self-initiated other-repair. The speaker indicates a problem with their speech, but the recipient corrects them.

Example:

Teacher: "Yesterday I told you to read on the page of umm...what..."

Student: "On page 114,"

A: "Yeah. That's right. Have you read it?"

(Geluykens, 1994)

The conversation shows that the speaker is giving a signal to the recipient by saying "umm...what..." to help the speaker think about filling in the forgotten words.

2.2.1.4 Other-Initiated Other-Repair

This type of repair may call for another initiation of correcting conversation. In other-initiate other-repair, other speakers show the problems spoken by the speaker and fix the source of the problem to the right start.

Example:

C: Chris is going to Bandung this week.

D: Chris went to Bandung two days ago.

From the conversation, the recipient helps to correct the words spoken by the speaker. Thus, the receiver repairs the speaker's mistakes in the speech.

2.2.2 Functions of Conversation Repair

Fox, Hayashi, and Jaspersen (1996) categorize conversational repair functions as recycling and replacing speech produced by the speaker.

2.2.2.1 Recycling

Recycling in conversation repair tends to be used to repeat the words spoken by the speaker. This repair function aims to delay creating the next content word so as not to rush in starting a repair. According to Schegloff (2009), 80 percent of all speakers recycle words to repeat language.

Example:

"I have to— I have to explain this to my mom."

The speaker carries out a conversation repair strategy where the speaker has to repeat or recycle the words that the speaker has produced so that the speaker delays making the following word by emphasizing when repeating the utterance.

2.2.2.2 Replacing

Replacing in conversation repair tends to be used by the speaker to replace words. Schegloff (2009) states that 61 percent of all speakers make substitutions by substituting words. These cases can occur where the speaker produces an inappropriate comment or pronunciation. In some conversation repairs, this function has pressure to start repairs as early as possible, to replace problematic word production.

Example:

"What do you think if there is a replacement schedule— Mmm, schedule change."

The strategy of speech repair is word replacement, where the speaker replaces the words "replacement schedule" with a more appropriate term, "schedule change."

2.2.3 Techniques of Repair Strategies

According to Finegan (2008), there are four repair techniques of initiation: asking questions, repeating parts, abruptly stopping speaking, and using particles and expressions.

2.2.3.1 Asking Questions

Asking questions are used by the speaker or listener when they do not understand what someone is saying. They automatically ask the speaker about the speech. Speakers use this technique to clarify the source of the problem to the recipient; that is why the speaker repeats the utterance.

Example:

A: Jane came to visit us during winter break.

B: What?

A: I said Jane was here during winter break.

(Finegan, 2008)

The second speaker said "What?" to get a re-explanation from the first speaker from utterances above.

2.2.3.2 Repeat Part of the Utterance

The repeat part is a speaker repeating a speech to resolve a repair. Finegan (2008) said that someone must repeat misunderstood or misheard speech, correct inaccurate information, or give the same word.

Example:

Speaker: "I am sure— I am absolutely sure he was the one I saw last night entering the house."
(Finegan, 2008)

The speaker repeats his words from the utterance above by instantly changing a different word.

2.2.3.3 Abruptly Stop Speaking

Abruptly Stop Speaking occurs when the listener directly interrupts the speaker's words, so the speaker stops speaking. The second speaker uses this technique to guess, assist, and interrupt the first speaker.

Example:

A: And here you have what's called—[pause]

B: The refrigerator?

A: Yes, that's right, refrigerator.

The utterance above shows that the second speaker guesses the first speaker has spoken.

(Finegan, 2008)

2.2.3.4 Use Particles and Expressions

The speaker uses this technique to reveal the source of the problem with expressions such as, 'Uh—' 'I mean—' 'That is,' 'Sorry,' and other problematic question expressions and utterances.

2.3 The Ethnography of Speaking

Dell Hymes (1962) proposed a theory of context in speaking, in which each first letter of the eight parameters of a communicative situation.

Setting/scene: place, time, physical state;
Participants: speakers and listeners with different identities;
Ends: the intent and purpose of a communicative event;
Act sequence: the sequence of parts of the communicative event;
Key: tone, manner, or spirit of the communicative act (e.g., as ironic);
Instrumentalities: form and style of speech (e.g., more formal or informal);
Norms: social rules or norms that govern events (e.g., who can talk to whom);
Genre: the type of communicative event (e.g., conversation, story, or political debate).
(Hymes, 1962)

Hymes identified communicative situational characteristics to explain that language users learn the rules of grammar or discourse and know how to use text or speak correctly. This approach has demonstrated that the context is not simply some objective external social situation, but the way language users interpret or define communicative situations as part of their "communicative competence." There are also important categories, such as participant knowledge, that are very important in determining many conditions of the suitability of communicative acts, such as the use of specific expressions, presuppositions, or proofs.

2.4 Informal Debate

A debate is an activity of exchanging opinions by two or more people to determine whether or not a problem is confirmed. According to Freeley and Steinberg (2009), the debate provides reasoned arguments against propositions. A person can use the debate to decide in their mind. In short, individuals or groups can debate inviting others into their way of thinking. While debates, listeners, and

opponents' supporters must evaluate competing options comparatively, debate demands critical thinking. However, the researcher focuses on using informal debates as a data source. Informal debates tend to be conversations naturally and freely without any pre-written text. In addition, informal debates also have the same form as formal discussions to build a narrative in a debate. The following is the structure of the debate:

1. Introduction: the presenter of the debate explains the position on the discussion regarding the motion is its affirmation or opposition. After knowing the place, the discussion can start with an overview of the topic.
2. Argument: the debater agrees or disagrees with an opinion, facts, and evidence to support a statement according to the topic raised.
3. Conclusion: reaffirm the presenter's position of the debate in the motion raised.

2.5 Formal Debate

A formal debate is a structured discussion about a problem or resolution. The formal debate consists of the solutions' favor and opposition. Formal debates can judge to state which side wins. Also, formal debates can consider determining which side wins. In a democratic society, the debate explores and resolves a problem.

A proposition cannot restate unilaterally in a formal debate. It must approve by all parties involved (Freeley and Steinberg, 2009). Trial attorneys, intercollegiate debaters, and other advocates must debate propositions that cannot revise. Meanwhile, in informal debates, advocates frequently attempt to change

the words and meaning of the recommendation unilaterally. As a result, the speaker in the informal discussion can freely express their statements.

2.6 The Video Debate of VICE's YouTube Channel

VICE is an American-Canadian broadcast and digital media company. VICE was founded in 1994 and is currently developing into a digital medium known to the American-Canadian community. VICE was formed from the magazine VICE, initially based in Montreal. Suroosh Alvi, Shane Smith, and Gavin McInnes founded the company, successfully developing digital media for young people and adults. VICE has many social media, including Facebook, Twitter, Instagram, and YouTube. However, the researcher only concentrates on taking the data from one of the official VICE YouTube channel videos.

The video that the researcher chose was an informal debate conducted by several participants that contained conservatives and progressive women to discuss the current state of feminism in America. The participants performed the discussion into two groups; the conservative side, which had 3 participants, and the progressive side, which included 6 participants. Conservatives tend to limit changes, conditions, and institutions. In contrast, progressives tend to support change, progress, and improvement. The video debate was posted on March 27th, 2019. The duration of the video debate is 45 minutes.

CHAPTER III

RESEARCH METHOD

The researcher presents the research method used to collect and analyze the data, including research design, data collection, research data, data source, instrument, data collection techniques, and data analysis.

3.1 Research Design

The researcher used qualitative research methods. Qualitative research, such as that conducted by Daymon and Holloway (2002), focuses more on describing words. A descriptive approach adopts to collect and analyze conversation repair strategies data on informal debates. The conversation repair strategies results were addressed to participants in one of the informal debate videos from the VICE YouTube channel. This method aligns with Miles and Huberman (1994), who emphasized that qualitative research objectives clearly describe data.

3.2 Data Collection

The researcher explained the method used to collect data in this subchapter. There were research data, data source, subject of the study, instrument, and data collection techniques.

3.2.1 Research Data

This research data is in the form of words, phrases, and sentences contained in the participant's speech taken from the transcriptions of the informal

debate video through the Vice YouTube channel. The researcher focused on the conversation, especially to examine the types of repairs and the function of conversational techniques of other-initiated repairs spoken by the speaker during the debate.

3.2.2 Data Source and Subject of the Study

The data source for this study is one of the videos from the official VICE YouTube channel entitled “Conservatives and Progressives Debate Feminism.” VICE is a youtube channel that discusses how people think about culture, crime, art, and protest. The researcher analyzed one of the videos attended by the host and participants that discusses the current state of feminism in America. The debate video contains 45 minutes, including opening, introduction, conversation, and closing. The criteria used as subjects in this study were a host and ten women participants in a debate.

The subject of the study, Darlene Demorizi, was born in the United States, known as Dee Nasty. She is one of the members of VICE who claims to be the host or producer and comedian in the video. She is also an Instagram star who was part of the United Citizen Brigade in New York City. Dee started using her Instagram account as a platform to post something to her followers. She is good at making skits to satirize, like his own personal experience as a millennial.

Erielle Davidson is a graduate of Middlebury College, a Hoover Institution alumna, and a former research assistant at the Stanford Graduate School of Business. With an emphasis on Israel and Iran, he functioned as a staff writer for The Federalist. Also, she has participated as a legal intern at Shurat HaDin; a firm

committed to anti-terrorist litigation, and the Chalet Policy Forum in Israel last year. Currently, she is a part-time law student at Georgetown University Law Center, due to graduate in 2022.

Blair Imani is a public speaker, historian, and author of Modern HER story's history books. She combines progressive learning with visuals with a unique and upbeat delivery. Blairs's work is about women, the global black community, and the LGBTQ community.

Kate Robards is an award-winning actor, writer, and comedian from Orange, Texas. He also frequently performs at festivals to do two stand-up shows. In 2018, Kate co-founded Strawberry Milk, a monthly comedy show centered on women, black people, and people of color. Currently, he has appeared as a member of VICE and Inside Edition.

Kat is a libertarian and feminist co-founder of Feminists for Liberty, an anti-static and anti-sex movement dedicated to gender equality. In addition to participating on the Student Council for Reasonable Drug Policy and the White Coat Waste Project, she is the Senior Digital Outreach Manager and Director of Communications for the Ladies of Liberty Alliance.

Deja Foxx is an influencer leader in social justice and social media. She is the originator of the GenZ Girl Gang, a Columbia University student, and a Ford Models Digital Creator. Deja is the youngest member of the 2020 Presidential campaign's staff at 19 years old, serving as an Influencer and Substitute Strategist.

Diamond Gibson claims to be a young conservative dedicated to motivating her mates and community. She believes that love for one's country is beautiful and that self-empowerment is a source of strength.

3.2.3 Instrument

The main instrument of this research is the researcher herself. The researcher is the main research instrument to collect data because this research only requires the researcher. The researcher had roles in collecting, identifying, and analyzing the data. Also, the researcher reported the results of the study.

3.2.4 Data Collection Techniques

To collect the data, the researcher followed the following steps:

1. Searching the video

The researcher searched for the video on YouTube, particularly on the VICE YouTube channel. After searching, the researcher downloaded the video.

2. Downloading the video

The researcher downloaded one of the videos at www.youtube.com on the VICE YouTube channel.

3. Watching the video

The researcher carefully listened to and watched it until it finished based on the duration of the video.

4. Transcribing the conversation

To help the analysis, the researcher transcribed the conversation by copying the video transcription at https://youtu.be/WMvih_KEMWo on the VICE YouTube channel.

5. Collecting the data

To collect the data, the researcher selected the marked data containing the types of repairs and the function of the conversational technique of other-initiated repairs spoken by the speaker.

3.3 Data Analysis

This part is the process of the researcher to analyze the data. Data analysis consisted of identifying, classifying, and discussing the data.

3.3.1 Identifying

The researcher identified data that shows the types of repair strategies and the function of conversational techniques of other-initiated repair carried out by ten participants in an informal debate on the VICE YouTube channel. The researcher has identified ten participants' repair strategies and the function of using repair techniques in an informal discussion of the VICE YouTube channel.

To make it easier for the researcher to identify types of repairs and the function of conversational techniques of other-initiated repairs in the transcription of debates on the VICE YouTube channel. The researcher provided various repair strategies and the function of conversational techniques of other-initiated repair to facilitate the researcher in identifying data. The table of identifying data is as follows:

Table 3.1 Types of Repair Strategies Codes

Types of Repair Strategies	Code
Self-Initiated Self-Repair	SI-SR
Self-Initiated Other-Repair	SI-OR
Other Initiated Self-Repair	OI-SR
Other Initiated Other-Repair	OI-OR

After the researcher made Table 3.1 for identifying the types of repairs by coding, the researcher continued to code the function of conversational repair techniques.

Table 3.2 The Function of Conversational Techniques of Other-Initiated Repair Codes

Techniques of Repairs	Function of Repairs	Code
Asking Questions	Recycling	AQ-RC
	Replacing	AQ-RP
Repeat Part of the Utterance	Recycling	RPU-RC
	Replacing	RPU-RP
Abruptly Stop Speaking	Recycling	AS-RC
	Replacing	AS-RP
Use Particles and Expressions	Recycling	UPE-RC
	Replacing	UPE-RP

After giving the code to identify the types of repairs and the function of conversational techniques of other-initiated repair, the researcher classified the data on the types of repairs and the function of conversational techniques of repair uttered by the participants. The researcher served the classification in a table to show the data on the types of repairs and the function of conversational techniques of other-initiated repair.

3.3.2 Classifying

The researcher was classified the identified data indexed linguistically through tables. The researcher made the table of the specified data after identifying it.

Table 3.3 Classification of Types of Repair Strategies

Types of Repair Strategies	Code	Data	Total
Self-Initiated Self-Repair	SI-SR	1/33/01:13	
Self-Initiated Other-Repair	SI-OR		
Other-Initiated Self-Repair	OI-SR		
Other Initiated Other-Repair	OI-OR		

Note: 1/33/01:13 means data taken from page 1, line 33, minute 01:13

After classifying the types of repairs made by participants, the researcher created a classification table of the function of conversational techniques found in other speaker sentences.

Table 3.4 Classification of the Function of Conversational Techniques of Other-Initiated Repair

Techniques of Repairs	Functions of Repairs	Code	Data	Total
Asking Questions	Recycling	AQ-RC	1/5/00:37	
	Replacing	AQ-RP		
Repeat Part of the Utterance	Recycling	RPU-RC		
	Replacing	RPU-RP		
Abruptly Stop Speaking	Recycling	AS-RC		
	Replacing	AS-RP		
Use Particles and Expressions	Recycling	UPE-RC		
	Replacing	UPE-RP		

Note: 1/5/00:37 means data taken from page 1, line 5, minute 00:37

After classifying the types of repairs and the function of conversational techniques of repair spoken by the participants in the informal debate, the researcher counted the total types of repairs and the function of conversational techniques of repair spoken by the participants. The researcher served the final result in a table to

show the types of repairs and the function of conversational techniques of other-initiated repair.

3.3.3 Discussing

The researcher described the data to answer the research problem. Then the researcher provided a detailed explanation of the analysis. The researcher also provided the description occupied by the investigation. The researcher determined the types of repair strategies and the function of conversational techniques of other-initiated repairs in the debate video on the VICE YouTube channel after identifying the types of repair strategies and the function of conversational techniques of other-initiated repairs spoken by ten participants in the debate.

3.3.4 Drawing Conclusion

The researcher drew the conclusion based on the analysis results, including the types of repair strategies and the function of conversational techniques of other-initiated repair were used by the participants during a debate on the VICE YouTube channel.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion of the research. In the informal debate, the researcher identifies and describes the types of repairs in Geluyken's theory, the repairs' techniques in Finegan's theory, and the function of other-initiated repair in Fox, Hayashi, and Jasperson's theory.

4.1 Findings

The researcher presents the research results in this sub-chapter. The researcher answered two research questions related to this study. The first research question was about the types of repairs made by the participants during the debate. The second research question is about the function of conversational techniques of other-initiated repairs made by the participants during the discussion.

4.1.1 Types of Repairs

The first research question of this study relates to the types of repairs. In analyzing the types of repairs, the researcher uses the theory of Geluykens (1994) that categorize errors into four categories: self-initiated other-repair, self-initiated self-repair, other-initiated other-repair, and other-initiated self-repair.

The researcher collects the utterances spoken by the participants in the informal debate to show the results. In the participant's speech, four types of repairs appeared in the conversation during the debate. The researcher found 28 utterances containing types of repair strategies spoken by the debate participants.

According to data analysis, participants mostly uttered self-initiated self-repair with twelve utterances, other-initiated other-repair with eight utterances, self-initiated other-repair with four utterances, and other-initiated self-repair with four utterances. The table is seen below:

Table 4.1 Finding of Repair Strategies Used by the Participants of Informal Debate

Types of Repair Strategies	Code	Data	Total
Self-Initiated Self-Repair	SI-SR	5/38/05:50, 10/36/11:15, 12/48/13:34, 14/6/14:40, 14/46/15:29, 23/40/23:34, 24/22/25:14, 30/22/31:42, 34/26/35:46, 40/24/42:12, 40/40/42:41, 41/10/43:07	12
Self-Initiated Other-Repair	SI-OR	17/22/18:05, 20/14/20:57, 21/50/22:54, 31/18/32:33	4
Other-Initiated Self-Repair	OI-SR	1/11/00:48, 2/48/02:36, 25/46/26:51, 35/50/37:20	4
Other Initiated Other-Repair	OI-OR	9/38/10:11, 12/32/13:18, 20/36/21:28, 21/2/21:50, 28/20/29:34, 28/42/30:02, 30/34/31:55, 41/14/43:15	8

4.1.1.1 Self-Initiated Self-Repair

Self-initiated self-repair is the type of repair when the speaker repeats a sentence to resolve a problem. When the speaker cannot find the right word and will get it after a brief pause, self-initiated self-repair is used to correct the speaker's speech. According to Geluykens (1994), The speaker himself initiated repair without explicit verbal instructions. The example is as the followings:

Data 1:

Erielle: "And so, I think the Me Too movement, what it's at least done is started a conversation, or continued, or amplified, **amplified is a better word.**"

The data above shows self-initiated self-repair the speaker. The speaker seemed to say more appropriate sentences when she gave an opinion about the MeToo movement, and she said, "*I think the MeToo movement, what it's at least done is started a conversation, or continued, or amplified, amplified is a better word.*"

She tried to correct her statement by saying, "*amplified is a better word,*" because she felt "*amplified*" was a more precise word than "*continued*" to define the MeToo movement. It refers to her opinion where she is a counter team regarding the existence of the MeToo movement, which should not only start a conversation but also strengthen a conversation that we as women certainly already have. In changing the sentence, the speaker initiated to correct her previous word that is not right, and the speaker does not want the recipient to think that she made a mistake in her speech. If the error is not corrected, there will be a misunderstanding with the receiver, so the speaker repairs her speech errors. Another example of self-initiated self-repair:

Data 2:

Kat: "I know that one vote doesn't matter that much, but the ideas behind the vote I think do matter, and for me... **I didn't—I tried it, I weighed them on everything.**"

The data above shows an example of self-initiated self-repair. In a conversational situation, the speaker doesn't seem to want to make a mistake when she pronounces her statement, so the speaker corrects a few words. The speaker says the wrong words, such as, "*I didn't—I tried it.*" Then, she changed the appropriate word to "*I weighed them*" it referred to her opinion that she was a neutral person regarding the presidential candidate election because the speaker didn't choose

both of the presidential candidates, then she tried to come up with a more appropriate word, namely the word "*weighed*." She has a few pauses to signal that she made a mistake in her speech in changing words. So, the speaker initiates by pausing and getting the correct statement after that brief pause.

Data 3:

"I'll talk about the straights and the whites and all those things.
But, I'm— I mean, I'm from such a conservative, rural area."

The data above shows self-initiated self-repair by the speaker. The speaker felt that her sentence was ambiguous, and she realized that her opinion needed to be straightened out or clarified. So, the speaker repeats the sentence to make a more precise statement. She tried to correct her statement after saying, "*I'll talk about the straights and the whites and all those things.*" Then, she proceeded to correct her previous speech with, "*I mean, I'm from such a conservative, rural area.*" It refers to a statement about the straights and the whites people because if the speaker does not clarify the first sentence, it may lead to misunderstanding with the recipient or listener. In the process of changing sentences, she has small pauses to signal to herself that she made a mistake in her speech, and she corrects the previous sentence for clarification.

4.1.1.2 Other-Initiated Other-Repair

This type of repair may call for another initiation of correcting conversation. In other-initiate other-repair, other speakers show the problems spoken by the speaker and fix the source of the problem to the right start. The examples are as follows:

Data 4:

A: "How are we going to get past it and move forward instead of just being stuck on the past?"

B: "**By talking about it.**"

C: "**Yeah, well, I think that part of what empowers people to change the present is knowing what was structurally against them in the past, so—**"

A: "I'm just tired of talking if we want to make progress and do better,"

The other data above is about other-initiated other-repair, where Speaker B tries to correct speaker A's utterances. The situation in the conversation is a slightly tense moment because the topic of conversation looks interesting, so the speaker is passionate when debating. This situation indicates that the other speaker initiated and had the opportunity to correct the sentence by saying, "*By talking about it.*" It refers to speaker A's question about getting rid of the past. Then, speaker C also corrects the sentence uttered by speaker A, "*Yeah, well I think that part of what empowers people to change the present is knowing what was structurally against them in the past, so—*" she corrected speaker A's sentence after another speaker initiating to answer the sentence of speaker A. In the process of initiation and correction, speakers B and C immediately spoke without waiting for the conversation to stop to repair speaker A. Other examples of other-initiation other-repair:

Data 5:

A: "This is not Asia. This is not one of those—"

B: "**Have you not been paying attention to New York? What just happened?**"

C: "**Yes, you can. Even in Virginia.**"

The data above shows other-initiated other-repair; the situation in the conversation is a bit tense because the topic of conversation looks interesting so that the speaker is excited when arguing. The situation in the conversation is tight, and it shows that the other speaker has the opportunity to take the initiative by asking, *"Have you not been paying attention to New York? What just happened?"* Speaker B did the initiation to determine whether speaker A knew about New York or not. Then speaker C corrects the sentence spoken by speaker B by saying, *"Yes, you can. Even in Virginia."* she corrects a sentence by answering speaker B's question. In the process of initiation and correction, speakers B and C speak immediately without waiting for the conversation to stop to provide some repairs from speaker A. Another example is as the following:

Data 6:

A: "who are now considering this."

B: **"I think there's also there are people who are predators, and there are people who misunderstood consent at some point, in some way—"**

C: **"Because society incentivizes it."**

B: "Right, exactly."

The following data is an example of other-initiated other-repair; the situation in the conversation is a bit tense because the topic of conversation looks interesting so that the speaker is excited when arguing. The moment in the discussion seems nervous, and it shows that the other speaker has the opportunity to correct the sentence. Speaker B initiated to repairs speaker A by saying, *"I think there's also there are people who are predators, and there are people who misunderstood consent at some point, in some way—"* Speaker B tries to correct

speaker A by expressing an opinion about the person who misunderstood. Then speaker C corrects the sentence spoken by speaker B by saying, "*Because society incentivizes it.*" It shows that speaker B has the initiation of repairing speaker A. Speaker C has the initiation of correcting speaker B. In the initiation and correction process, speakers B and C immediately speak without waiting for the conversation to stop to repair speaker A.

4.1.1.3 Self-Initiated Other-Repair

Self-initiated other-repair is when they want to say something but forget the words that need to mention, such as events, places, and things. This case can cause the conversation to repair, especially a self-initiated other-repair. The speaker indicates a problem with their speech, but the recipient corrects them. The example is as the followings:

Data 7:

A: "You know, I get called Uncle Tom, it doesn't even matter, like—"

B: "**Do you feel like you get it on both sides, being black and a woman?**"

A: "**Yeah, being black, they're always like, As a black woman.**"

The other data of self-initiated other-repair, where the situation in the conversation seems quiet, so the speaker quickly corrects the speech of speaker A. Speaker B corrects another speaker by saying, "*Do you feel like you get it on both sides, being black and a woman?*" Speaker B tries to fix speaker A's words because she forgot to mention the following sentence about the black woman with a signal like a slight pause. In that case, speaker A corrects her sentence by

saying, "Yeah, being black, they're always like, As a black woman." It shows that speaker B initiated to correct speaker A's utterance because she gave a signal, with a slight pause while thinking about the following sentence. Speaker B took the initiative to correct the sentence. In another initiation, speaker B immediately speaks without waiting for the conversation to stop to repair speaker A. Other examples of self-initiated other-repair:

Data 8:

A: "I think this particular bill was used to paint Democrats as baby killers. And that's a narrative that we see a lot—"

B: "**I mean, Margaret Sanger. She literally came up with Planned Parenthood to kill black people.**"

C: "**She's a eugenicist.**"

A: "Yes, exactly."

The following data is about self-initiated other-repair, where the situation in the conversation seems quiet, so the speaker quickly corrects the speech of speaker A. Speaker B corrects another speaker by saying, "*I mean, Margaret Sanger. She literally came up with Planned Parenthood to kill black people.*" Then speaker A corrects her sentence by saying, "*Yes, exactly.*" It shows that speaker B initiated to repair speaker A's utterance because she gave a signal, slightly pausing while thinking about the following sentence. In another initiation, speaker B immediately spoke without waiting for the conversation to stop to provide a repair from speaker A. The example is as the following:

Data 9:

A: "But she did try to silence his accusers in a lot of different ways, and if we're going to talk **about**—"

B: "**It continues.**"

A: **"Exactly."**

The data above is about self-initiated other-repair, where the moment is supportive for repairing other speakers' sentences because the conversation's situation seems a little tense, so the speaker gives a signal to the receiver. Speaker B tries to correct speaker A by saying, "*It continues.*" That refers to a statement spoken by speaker A, and when she wants to mention something but forgets, then speaker B helps answer the sentence that speaker A wants to say. Speaker A corrects her sentence by saying, "*Exactly.*" It shows that speaker B initiated to repair speaker A because speaker A gave a signal with a bit of pause while thinking about the following sentence, then speaker B took the initiative to correct that sentence. In another initiation, speaker B immediately speaks without waiting for the conversation to stop to repair speaker A.

4.1.1.4 Other-Initiated Self-Repair

Other-initiated self-repair appears when the speaker handles the problem due to a signal from the receiver. The receiver uses the repair to correct the mistakes spoken by the speaker, and the speaker repairs the speech to avoid misunderstanding. The example is as the following:

Data 10:

A: "So--I have a quick question. **Are you allowed to cuss?**"

B: "**Pardon me?**"

A: "**Are you allowed to cuss?**"

B: "Yes, you can."

The data above is an example of other-initiated self-repair, where the conversation sounds a bit crowded, so the recipient does not hear what the speaker

is saying. The receiver initiates to signal, and the speaker corrects her speech by repeating. Speaker A says a statement, "*Are you allowed to cuss?*" Then speaker B initiated to ask speaker A, saying, "*Pardon me?*" Speaker B statement refers to speaker A's utterance about whether the host allows participants to curse or not during the debate, but speaker B does not hear the sentence clearly, so she takes the initiative to ask speaker A to repeat the sentence. Then, speaker B corrects her sentence by saying, "*Yes, you can.*" It shows that speaker B initiated to repair speaker A and then fixed her sentence. In another initiation, speaker B immediately speaks without waiting for the conversation to stop to improve speaker A. Other examples of other-initiated self-repair:

Data 11:

A: "I don't—"

B: "**So, you don't identify as feminist?** "

A: "**It depends what you define as feminist. If we're talking about, previously mentioned, equal rights,**"

The other data shows other-initiated self-repair, in which the conversation sounds quiet, then the recipient tries to initiate the speaker by using a question sentence. Speaker A says the statement "*I don't—*," then speaker B has the initiative to convey an idea to speaker A. "*So, you don't identify as feminist?*" That sentence refers to speaker A's words about whether she does not identify as a feminist. Then, speaker A corrects the sentence by saying, "*It depends what you define as feminist. If we're talking about, previously mentioned, equal rights,*" The conversation shows that speaker B took the initiative to correct speaker A, then speaker B fixed by explaining in detail. In another initiation, speaker B

immediately spoke without waiting for the conversation to stop to repair speaker A utterance. The example is as the following:

Data 12:

A: "Because I feel like **the "Me Too" movement has been hijacked, honestly.**"

B: "Say that once more?"

C: "**It's been hijacked, honestly.**"

The data above shows an example of other-initiated self-repair, where the conversation situation supports correcting the other speaker's sentence. Speaker A says the statement, "*Because I feel like the MeToo movement has been hijacked, honestly.*" then, speaker B took the initiative to express an idea to speaker A "*Say that once more?*" The sentence refers to what speaker A said about the MeToo movement being hijacked, but speaker B did not hear the sentence clearly, so she took the initiative to ask speaker A to repeat her statement. Then speaker A corrects the sentence by repeating, "*It's been hijacked, honestly.*" It shows that speaker B took the initiative to repair speaker A by asking to repeat, then speaker B repairs by repeating her speech. In another initiation, speaker B immediately spoke without waiting for the conversation to stop to repair speaker A.

4.1.2 The Function of Conversational Techniques of Other-Initiated Repair

The second research question of this study relates to the function of conversational techniques of other-initiated repair of participants in informal debates. In analyzing the second research question, the researcher uses the theory of Fox, Hayashi, and Jasperson (1996), which categorizes the function of repair into two categories: recycling and replacing. The researcher also uses the

approach from Finegan (2008), which classifies techniques of other initiation repairs into four categories: asking questions, repeating part of the utterance, abruptly stop speaking, and using particles and expressions. The researcher collected the statements uttered by the debate participants showing the results.

In the speeches of the debate participants, the researcher found 33 utterances containing functions of conversational techniques of other-initiated repair. According to data analysis, the researcher found all the functions of conversational techniques of other-initiated repairs spoken by the participants of the informal debate. The researcher provides the results of the types of repairs in the table to distinguish the total data of the function of conversational techniques of other-initiated repair participants in the informal debate. The table is as follows:

Table 4.2 Finding of the Function of Conversational Techniques of Other-Initiated Repair used by the Participants

The Function of Conversational Techniques of Other-Initiated Repair		Codes	Data	Total
Asking Questions	Recycling	AQ-RC	1/5/00:37, 14/18/14:40, 14/42/15:10, 27/50/28:43, 11/46/12:10, 12/44/13:18,	4
	Replacing	AQ-RP	17/34/18:02, 21/16/21:50, 32/34/33:32,	5
Repeat Part of the Utterance	Recycling	RPU-RC	5/18/06:12, 18/10/18:38, 26/8/26/49,	3
	Replacing	RPU-RP	8/40/08:45, 28/36/29:35	2
Abruptly Stop Speaking	Recycling	AS-RC	14/4/14:28, 17/16/17:43,	2
	Replacing	AS-RP	9/50/10:11, 10/20/10:43, 20/28/20:57, 21/2/21:32, 12/24/12:47, 29/16/30:13, 30/18/31:18, 36/24/37:28, 37/28/38:25	4
Use Particles and Expressions	Recycling	UPE-RC	23/16/23:46, 23/40/24:16, 29/6/30:02, 29/37/30:47, 30/8/31:01, 31/12/32:10, 31/36/32:36, 38/2/40:16	5
	Replacing	UPE-RP		8

4.1.2.1 Using Particles and Expressions to Replace

The speaker uses this technique to reveal the source of the problem with expressions such as '*Uh—*' '*I mean—*' '*That is,*' '*Sorry,*' and other problematic question expressions and utterances by adding a replacement sentence. The example is as the followings:

Data 13:

Kate: "Like, I cannot get over that! I cannot get over—"

Diamond: "**Trump said that in privacy.**"

Kate: "That is the mentality—"

Diamond: "**No, no, no, no, no. This is free speech.**"

The data shows an example of using particles and expressions to replace, where the speaker tries to substitute more straightforward sentences. Kate repeats a few words in that situation, which confuses the other speaker because she speaks too fast. Kate said the statement, "*Like, I cannot get over that! I cannot get over—*" then Diamond said an idea to replace Kate's sentence by saying, "*Trump said that in privacy.*" Then, Kate replaces the sentence with "*That is the mentality—*" This indicates that the speaker is changing by substituting more appropriate words. On the other hand, Diamond uses expressions by saying the sentence, "*No, no, no, no, no. It is free speech.*" Other examples of replacing the function of particles and expressions techniques:

Data 14:

Diamond: "**Obama smoked weed—**"

Blair: "**That's OK with me!**"

Kat: "**That's not the same thing. Smoking weed is a consensual act.**"

The following data shows an example of using particles and expressions to replace, where Kat tries to substitute a more straightforward sentence. Diamond expresses a sentence that makes another speaker replace the more precise words in that situation. Diamond says, "*Obama smoked weed.*" Then Blair made an expression by saying, "*That's OK with me!*" then Kat said a statement to replace Diamond's sentence by saying, "*That's not the same thing. Smoking weed is a consensual act.*" It indicates that Kat replaced the sentence with a more appropriate one. On the other hand, Blair uses expressions by saying, "*That's OK with me!*". The other example of replacing the function of particles and expressions techniques:

Data 15:

Arielle: I think that when it comes to getting a parking ticket, getting a speeding ticket, or having something paid for at the bar.
Kat: **Actual crimes.**
Arielle: **Yeah, actual crimes.**

The other data uses particles and expressions to replace, where Kat substitutes a simple sentence. At that moment, Arielle seems to be convoluted in expressing a sentence, so Kat replaces a sentence that is easier to understand. Arielle says, "*I think that when it comes to getting a parking ticket, or getting a speeding ticket, or having something paid for at the bar.*" Then Kat said a statement to replace Arielle's sentence with "*Actual crimes.*" It shows that Arielle replaces sentences into clearer and simpler sentences to make them easier to understand. Meanwhile, Arielle expressed by saying, "*Yeah, actual crimes.*"

4.1.2.2 Using Particles and Expressions to Recycle

The speaker uses this technique to reveal the source of the problem with expressions such as, 'Uh—' 'I mean—' 'That is,' 'Sorry,' and other problematic question expressions and utterances by adding a recycling sentence. The example is as follows:

Data 16:

Diamond: "**You can say whatever you want to say.**"

Kate: "**That's fine—**"

Diamond: "**You can say whatever you want to say. That was private, and he recorded him.**"

The data above is an example of using particles and expressions to recycle, where Diamond repeats the sentence twice. In this situation, the conversation seemed noisy, so Diamond repeated the sentence to create emphasis. Diamond says, "*You can say whatever you want to say.*" Then Kate expressed her expression by saying, "*That's fine—*" Then Diamond repeated the previous statement with, "*You can say whatever you want to say. That was private, and he recorded him.*" It shows that Diamond repeats the sentence a second time to pressure the listener to understand better. Meanwhile, Kate made an expression that said, "*That's fine—*," Other examples are as the following:

Data 17:

Deja: "It's a criminalized behavior with no victim."

Arielle: "**I think the language is reprehensible, I think the language is reprehensible, I agree.**"

The other data showed particles and expressions to recycle when Arielle repeated her sentence twice. In this situation, Arielle was passionate, so she

repeated the sentence to create emphasis. Deja says, "*It's a criminalized behavior with no victim.*" Then Arielle stated the statement and also repeated the previous statement with the expression, "*I think the language is reprehensible, I think the language is reprehensible, I agree.*" It indicates that Arielle repeated the sentence a second time to pressure the listener to understand better. Meanwhile, Arielle also made an expression that said, "*I agree.*" Another example is as the following:

Data 18:

The host: "**For the people that disagreed.** Would you like to—"
 Nala: "**I'm sorry to disagree.** I saw people didn't raise their hand."

The example above is using particles and expressions to recycle, where Nala repeated the previous speaker's sentence. In the situation, Nala seemed to be passionate, so she interrupted the host's conversation by repeating the sentence to create emphasis. the host said the statement, "*For the people that disagreed. Would you like to—*" Then Nala stated an idea to repeat the sentence said by the host and also expressed the expression with the sentence "*I'm sorry to disagree. I saw people didn't raise their hand.*" It indicates that Nala repeated the sentence a second time to pressure the listener to understand better. Meanwhile, Nala also made an expression that said, "*I'm sorry.*"

4.1.2.3 Asking Questions to Replace

Asking questions techniques are used by the speaker or listener when they do not understand what someone is saying. They automatically ask the speaker about the speech. Speakers use this technique to clarify the source of the problem

to the recipient and add some words or sentences to replace. The example is as the followings:

Data 19:

Arielle: "For me at least, if it's a man or a woman, if it's the ideology that I can align with, I don't necessarily need a woman to feel represented."
Destiny: "**So are there not quality Republican women then?**"
Arielle: "There definitely are."

The following data shows the asking questions to replace when Destiny replaces the previous speaker's sentence. In that situation, Arielle seemed to be convoluted in expressing her sentences, so Destiny interrupted Arielle's conversation by replacing the words with question sentences to clarify Arielle's words. Arielle utters the statement, *"For me, at least if it's a man or a woman if it's the ideology that I can align with, I don't necessarily need a woman to feel represented."* Then Destiny asks a question to replace Arielle's sentence with, *"So are there not quality Republican women then?"* So, this example shows that Destiny replaced the simpler sentence by using the asking question technique. Other examples are as the following:

Data 20:

L'wren: "So part of it was a kind of a joke. But again, I... Again, I don't know. But—"
Nala: "**Before I speak to the privilege that that holds for that election to be a joke for you, right?**"
L'wren: "It wasn't really a joke. I was like—"
Nala: "You just said it."

The data above shows an example of asking questions to replace, where Nala replaces the previous speaker's sentence. In that situation, L'wren seemed

confused in expressing her sentence, so Nala interrupted L'wren's conversation by replacing it with a question sentence to clarify the words L'wren meant. L'wren said, *"So part of it was a kind of a joke. But again, I... Again, I don't know. But—"* Then Nala asked a question to replace L'wren's sentence with *"Before I speak to the privilege that that holds for that election to be a joke for you, right?"* So, this example also shows that Nala replaces a more straightforward sentence using the question technique.

Data 21:

Diamond: "I got a lot of hate. I lost a lot of friends, a lot of family members. You know, I get called Uncle Tom, ****, it doesn't even matter, like..."

The host: **"Do you feel like you get it on both sides, being black and a woman?"**

Diamond: "Yeah, being black, they're always like, As a black woman."

The other data shows the asking questions to replace, where the host replaces Diamond's sentence with a question sentence. In that situation, Diamond seemed convoluted when expressing her sentence, so the host intended to help by cutting Diamond's conversation by replacing the speech with a question sentence to clarify the words Diamond meant. Diamond utters the statement, *"I got a lot of hate. I lost a lot of friends, a lot of family members. You know, I get called Uncle Tom,"* Then the host asks a question to replace Diamond's sentence with *"Do you feel like you get it on both sides, being black and a woman?"* So, this example also shows that the host changed the more straightforward sentence using the asking question technique.

4.1.2.4 Asking Questions to Recycle

Asking questions techniques are used by the speaker or listener when they do not understand what someone is saying. They automatically ask the speaker about the speech. The speaker uses this technique to clarify the source of the problem to the recipient so that the speaker repeats the speech using a recycling function. The example is as the followings:

Data 22:

The host: "This is why we wanted to have an eclectic group of women, both on the progressive side and the conservative side, to discuss feminism and what that means to you. So—"

Blair: "I have a quick question. **Are you allowed to cuss?**"

The host: "Pardon me?"

Blair: "**Are you allowed to cuss?**"

The host: "Yes, you can."

The data above is an example of asking questions to recycle, where Blair repeated the sentence twice to make it more straightforward. In that situation, the host did not seem to hear Blair's voice clearly, so the host asked Blair to repeat her words to clarify what Blair meant. The host utters the statement, "This is why we wanted to have an eclectic group of women, both on the progressive side and the conservative side, to discuss feminism and what that means to you. So—" Then Blair asked the host a question with "*I have a quick question. Are you allowed to cuss?*" However, there is a problem with the host saying, "*Pardon me?*" So, the host asks to repeat the speaker's question. So Blair repeats the question with, "*Are you allowed to cuss?*" So this example shows that Blair repeated the sentence a second time using the question technique. Another example is as the following:

Data 23:

Diamond: "**How do you build from that 1 million?**"

Blair: "I personally feel like—"

Diamond: "**I mean, he went, and he got that 1 million.**"

The data above about asking questions to recycle when Diamond repeats the sentence twice to make it more straightforward. At that moment, Diamond's words seemed to be interrupted by Blair, so Diamond repeated the sentence for emphasis to make it shorter. Diamond utters the question, "*How do you build from that 1 million?*" Then Blair makes a statement to Diamond with "*I personally feel like—*" Then Diamond repeats the previous question, "*I mean, he went, and he got that 1 million?*" So, this example shows that Diamond repeats the question a second time after Blair has spoken using the question technique.

Data 24:

Kat: "**Do you consider yourself a Republican?**"

Diamond: "No, I'm a conservative."

Kat: "**But you like Trump, yeah?**"

Diamond: "Yeah."

The data above is another example of asking questions to recycle, where Kat repeats the sentence twice using question sentences to clarify her words. In that situation, Kat seemed curious about Diamond's utterance, so Kat repeated her question for emphasis to make it more straightforward. Kat utters the question, "*Do you consider yourself a Republican?*" Then Diamond made a statement to Kat with "*No, I'm a conservative.*" Then Kat repeated the question for Diamond "*But you like Trump, yeah?*" So, this example shows that Kat repeated the question a second time after Diamond spoke using the question technique.

4.1.2.5 Abruptly Stop Speaking to Replace

The abruptly stop speaking to replace occurs when the listener directly interrupts the speaker's words by replacing another more appropriate sentence, so the speaker stops speaking. The second speaker uses this technique to guess, assist, and interrupt the first speaker. The examples are as the following:

Data 25:

Diamond: "How are we going to get past it and move forward instead of just being stuck on the past?"

Kate: **"By talking about it."**

Blair: "Yeah, well, I think that part of what empowers people to change the present is knowing what was structurally against them in the past, **so—**"

Diamond: **"I'm just tired of talking, if we want to make progress and do better,"**

The data above shows abruptly stop speaking to replace, where Diamond replaces Kate's imprecise sentence. It didn't seem quiet when Kate tried to correct Diamond's words in that situation. But Diamond replaced the sentence that Kate said because it looked less precise. Diamond utters the question, *"How are we going to get past it and move forward instead of just being stuck on the past?"* However, the question was immediately interrupted by Kate and Blair in response to the question, so Diamond stopped to speak. Then after they said, Diamond continued her statement, *"I'm just tired of talking, if we want to make progress, and do better,"* So this example shows that Diamond stopped talking because she was interrupted by Kate and Blair. Another example is as the following:

Data 26:

Diamond: "Because talking is really not doing nothing."

The host: "You say you don't identify as a feminist. You just want to see the action **you want to leave the past in the past—**"

Diamond: "**Yeah, I'm all about action. I'm not about to keep talking and talking. I want programs, let's go—let's go to the White House, let's go to the government, let's go out here, let's go vote.**"

The following data shows the abruptly stop speaking to replace, where the host tries to replace Diamond's slightly complicated sentence. In that situation, the host interrupted Diamond's speech, which aimed to change the sentence. Diamond had not finished speaking and continued to talk. Diamond also replaces the sentence spoken by the host because it looks less precise. Diamond is talking, "*Because talking is not doing nothing.*" However, the host interrupted Diamond's speech with the sentence, "*...you want to leave the past in the past—*" Then, Diamond continued her statement by saying, "*Yeah, I'm all about action, I'm not about just keep talking, and talking,*" So, this example indicates that Diamond stopped talking because she was interrupted by the host that aims to replace Diamond's sentence.

Data 27:

Blair: "I'm kind of like, where's this energy to be quote-unquote pro-life. But the only life you care about is before, you know—"

Kat: "**Conception.**"

Blair: "Exactly. **So, I feel like it has to be a more holistic approach.**"

The data above is about the abruptly stop speaking to replace when Kat replaces Blair's slightly complicated sentence. In that situation, it seemed that Blair was at a loss for words. So, Kat interrupted Blair's words to replace a more

straightforward sentence. Blair speaks, *"I'm kind of like, where's this energy to be quote-unquote pro-life. But the only life you care about is before, you know—"*

However, Blair's conversation was interrupted by Kat with the sentence *"Conception."* Then, Blair continued her statement by saying, *"Exactly. So, I feel like it has to be a more holistic approach."* So, this example shows that Blair stopped talking because she was interrupted by Kat with a slight pause.

4.1.2.6 Repeating Part of the Utterance to Recycle

Repeating part of the utterance to recycle is the speaker repeating a speech to resolve a repair. Finegan (2008) said that someone must repeat misunderstood or misheard speech, correct inaccurate information, or give the same word. The examples are as the following:

Data 28:

Kat: "I actually think that anybody of any gender can be a feminist, as long as they believe that people should be equal and should be treated equally, regardless of their sex or gender, as—"

Destiny: **"As somebody who gets told on a daily basis that I'm not a feminist because of my pro-life views, I think it's really easy to say,"**

The data is an example of repeating part of the utterance to recycle, where Destiny tries to repeat Kat's slightly complicated words. In that situation, Kat is a bit convoluted in expressing her words. So, Destiny continued the last word that was said by Kat, which aimed to explain or continue Kat's sentence. Kat spoke, "I actually think that anybody of any gender can be a feminist, as long as they believe that people should be equal and should be treated equally, regardless of their sex or gender, as—" However, Kat's conversation was interrupted and

continued by Destiny with the sentence "*As somebody who gets told on a daily basis that I'm not a feminist because of my pro-life views, I think it's effortless to say.*" So, this example shows that Kat stopped talking because Destiny interrupted her where she repeated Kat's last word, "As." And she continued her conversation.

Data 29:

L'wren: "You see this happening all the time."

Nala: "**And vice versa. And vice versa.**"

L'wren: "**I've never, I've never—**"

Nala: "**People get... people of color die. Like, literally die. Die. Death.**"

The example above is repeating part of the utterance to recycle when Nala and L'wren repeat the word for emphasis. In that situation, it was seen that the speaker had a commotion while arguing. So, they both repeat some parts of the word that was said. L'wren spoke, "*You see this happening all the time.*" However, Nala interrupted L'wren's conversation by repeating the sentence, "*And vice versa. And vice versa.*" It refers to L'wren's utterance about liberals being intolerant. Then L'wren also repeats the sentence "*I've never, I've never—*" So this example shows that L'wren stopped talking because Nala interrupted him where he repeated the sentence twice.

Data 30:

The host: "OK. And why did you—"

Diamond: "**Because I feel like the MeToo movement has been hijacked, honestly.**"

The host: "Say that once more?"

Diamond: "**It's been hijacked, honestly.**"

The data shows repeating part of the utterance to recycle, where Diamond repeats the sentence twice to make it clear. In that situation, the host doesn't seem to hear Diamond's voice clearly, so the host asks Diamond to repeat the sentence to understand Diamond's speech. The host says, "OK. *And why did you—*" However, Diamond interrupts the host by revealing the sentence, "*Because I feel like the MeToo movement has been hijacked, honestly.*" Then the host asked Diamond to repeat her statement, "Say that once more?" Then Diamond repeats the previous sentence, "*It's been hijacked, honestly.*" So, this example shows that the host stopped talking because Diamond cut him off. In addition, Diamond also repeated the sentence "*It's been hijacked, honestly.*" twice.

4.1.2.7 Abruptly Stop Speaking to Recycle

The recycling function of abruptly stop speaking techniques occurs when the listener interrupts the speaker's words directly by repeating words or sentences to emphasize an utterance, so the speaker stops talking, and the listener interrupts by repeating their speech. The second speaker uses this technique to guess, assist, and interrupt the first speaker. The examples are as the following:

Data 31:

Diamond: **"He's so big, he's a business—No, he's a businessman. He's a billionaire. He's a whole billionaire."**
Kate: It was handed to him by his father.
Diamond: **"He's an entire billionaire. Just because his dad gave him a million dollars,"**

The following data is an example of abruptly stop speaking to recycle, where Diamond repeats the sentence twice to make it more straightforward. In

that situation, there seemed to be a commotion, and Diamond's words were interrupted by Kate, which made Diamond stop talking. Then, Diamond continued her speech again to repeat the previous sentence. Diamond is talking, "*He's so big, he's a business—No, he's a businessman. He's a billionaire. He's a whole billionaire.*" However, there was a sudden pause in Diamond's conversation when she said, "*He's so big, he's a business—*" and Diamond continued and repeated her previous words with "No, he's a businessman." That's because Kate interrupted in the middle of Diamond's conversation. So, this is one example to show that Diamond stopped talking because she was interrupted by Kate, but Diamond tried to continue her speech by using the repeat function. Other examples are as follows:

Data 32:

Diamond: "Hillary Clinton tried to play me, and she wasn't, period."

The host: "**But let me ask you a question. So, L'Wren—**"

Diamond: "Trump never played me, period. Everything Trump said that he was going to do, he did it, period. Everything."

The host: "**A question for L'Wren and Diamond. What has been your experience with progressive women?**"

The data above is about abruptly stop speaking to recycle, where the host repeated the sentence twice to make it more transparent. There seemed to be a commotion in the situation, and the host's speech was interrupted by Diamond, which made the host stop talking. Then, the host continued her speech again to repeat the previous sentence. The host says, "*But let me ask you a question. So, L'Wren—*" However, there is a sudden pause in the host's conversation when he says, "*So, L'Wren—*" It was because Diamond interrupted in the middle of the

host's conversation. Then after Diamond finished speaking, the host continued and repeated the previous words, "*A question for L'Wren and Diamond. What has been your experience with progressive women?*" So, this is one example to show that the host stopped talking because he was interrupted by Diamond, but the host tried to continue her speech by using the repeat function after Diamond finished speaking.

4.1.2.8 Repeating Part of the Utterance to Replace

The repeat part is the speaker repeating a speech to resolve a repair. The speaker repeats and replaces another more appropriate sentence. Finegan (2008) said that someone must repeat misunderstood or misheard speech, correct inaccurate information, or give the same word. The examples are as the following:

Data 33:

Kat: "It's about this certain view of how society should function, that in many ways hurts men, as well."

Blair: "**This idea that you have to be ultra-fit, ultra-masculine, you have to provide, that you can't have any mental health issues, that you have to be straight, that you have to be just in this box.**"

The data shows a repeating part of the utterance to replace, where Blair changed Kate's sentences clearer. In that situation, Kate seemed confused to speak, and Blair tried to change Kate's sentence to be more precise. Kat expresses a statement, "*It's about this certain view of how society should function, that in many ways hurts men, as well.*" However, Blair interrupted Kat by replacing the more appropriate sentence with "This idea that you have to be ultra-fit, ultra-masculine, you have to provide, that you can't have any mental health issues, that

you have to be straight, that you have to be just in this box." On the other hand, Blair repeats words like *"you have to be ultra-fit, ultra-masculine, you have to provide,"* and *"that you have to be just in this box."* it was done in one sentence by Blair. So, this example shows that Kat's speech was interrupted by Blair to replace the sentence with a more precise one, and also that Blair repeated parts of her speech. Another example is as the following:

Data 34:

Kat: "I think there's also there are people who are predators, and there are people who misunderstood consent at some point, in some way..."

Blair: **"Because society incentivizes it."**

Kat: "Right, exactly. **Because society does make it very easy to do that.**"

The other data shows repeating part to replace, where Blair replaces Kat's sentence to make it more straightforward. In that situation, Kate seemed confused in expressing her words, and she also paused when she spoke. So, Blair tried to change Kat's sentence to be more precise and simple. Kat says the statement, *"I think there's also there are people who are predators, and there are people who misunderstood consent at some point, in some way—"* However, Blair interrupted Kat by replacing the more appropriate sentence with *"Because society incentivizes it."* Then Kat replied, *"Right, exactly. Because society does make it very easy to do that."* Kat repeats words like *"Because society"* and replaces words that are more appropriate and easier for listeners to understand with *"Because society does make it very easy to do that."* So, this example shows that Kat's speech was interrupted

by Blair to replace the sentence with a more precise sentence. Also, Kat repeated parts of her speech and replaced Blair's previous sentence.

4.2 Discussion

The researcher presents a part of the study discussing the earlier findings. In this study, the researcher focused on the conversational repairs used by participants in informal debates. The researcher used ten participants as the subjects of this study. This study focused on the types of repairs and the function of conversational techniques of other-initiated repair found in ten participants' speeches during a debate. The researcher has answered the first question: What types of repairs are used by the participants. The researcher found all types of repairs proposed by Geluykens (1994) in the informal debate videos, which were categorized into four: self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and other-initiated other-repair. Based on the research results above, among all types of repairs, the most frequently used is self-initiated self-repair that participants in the informal debate said. There are 12 utterances in total that contain self-initiated self-repair. Most of the participants did this type of self-initiated self-repair because they were often in a hurry to speak, so they had to correct their own mistakes.

Other-initiated other-repair is the second most frequently done by participants in the informal debate. A total of 8 utterances containing types of repairs other-initiated other-repair were made by participants. Some participants used the other-initiated other-repair type because many listeners did not wait to

finish speaking. Thus, the listener takes the initiative to correct the speaker's speech.

Self-Initiated Other-Repair is the third type most often done by debate participants. 4 utterances contain one of the repairs types, namely self-initiated other-repair. Some participants use this type because the listener wants to help improve the speaker's speech. In this type, the speaker initiates to signal the listener, such as making a slight pause while speaking. From this case, the listener corrects the speech of the speaker.

Other-initiated self-repair is the fourth type most frequently used by participants in informal debates. In total, 4 utterances contain one of the types of repairs, namely other-initiated self-repair. Most participants use this type because the listener initiates, so the speaker corrects his speech. Some listeners use this type because some sentences or utterances are unclear from the speaker. Often, listeners use interrogative sentences to ensure the speaker can correct speech. This research contributes to the existing theory. The researcher has found the results of types of repairs according to Geluyken's theory. Also, no one has researched types of repairs in informal debates.

The researcher has also answered the second research question: the function of conversational techniques of other-initiated repair. In this question, the researcher seems to combine the function of repair and techniques of repair strategies to find out the participant's function using the techniques of other-initiated repair. Based on the research results above, there are 2 functions of repairs proposed by Fox, Hayashi, and Jaspersen (1996), namely replacing and

recycling. The researcher also found all techniques of other-initiated repair from Finegan (2008) on the informal debate video, which were categorized into four categories: asking questions, repeating part of the utterance, abruptly stop speaking, and using particles and expressions.

Using particles and expressions to replace was the most frequently used by the participants. In total, 8 utterances use this function and repair technique. Debate participants often use expressions when they are talking. On the other hand, participants also used the replacing function in performing techniques using expressions. Participants perform the technique of using expressions because there is some emphasis in speaking, such as "What?". While using expressions, participants often substituted other debating sentences into more precise sentences to make them easier to understand. In addition, participants also use the recycling function as many as 2 utterances in this technique. While using the expression technique, participants often repeat their sentences because they emphasize.

Asking question to replace contains 5 utterances used by participants in the informal debate. Most participants used the replacing function of asking questions to ensure the speaker said some sentences. Participants also help to replace more straightforward sentences using interrogative sentences. Meanwhile, there are 4 utterances of the recycling function used by participants in this technique. Participants use the recycling function to repeat question sentences given to other debaters.

Abruptly stop speaking to replace contains 4 utterances used by debate participants. Participants use the replacing function to replace a sentence from

another speaker by dismissing and dismissing the listener. In addition, there is a recycling function in this technique as many as 2 utterances. While using the abruptly stop speaking technique, the speaker uses the recycling function to repeat a word or sentence.

Repeating part of the utterance to replace, participants in the informal debate use 2 utterances. Participants use the replacing function to replace a sentence from the speaker, and then another speaker repeats the sentence for emphasis. In addition, there is a recycling function in this technique as many as 3 utterances. While using the repeat part utterance technique, the speaker also uses the recycling function to repeat a sentence.

Based on the current research findings, participants in the informal debate often use self-initiated self-repair types of repair strategies because they do not want the audience to make them wrong. If the error is not repaired, there will be a misunderstanding between the audience and the host, so they are repairing their errors. In addition, the debate participants mostly used particles and expressions to replace. They use the techniques of particles and expressions to express their feelings when speaking. On the other hand, they also use the replacing function to help replace more straightforward sentences so that the audience can more easily understand every sentence spoken by the speaker. This study examines the repair of conversations spoken by informal debate participants. Continuation of previous related studies examining conversational repair across multiple data sources can be considered.

Pujarwanti (2019) analyzes the types of repairs and the factors that lead to repairs in classroom interaction. The finding of the study seems to contradict current research. The researcher found two types of repairs: self-initiated other-repair and self-initiated self-repair. The researcher did not find self-repairs of other initiated and other repairs on other-initiated. That's because the previous research used a data source on classroom interaction, a conversation between students and lecturers. Mostly, types of repairs such as repairs of other initiated and other repairs on other initiated occur during interviews or discussions. Therefore, the previous research did not find the existence of repairs of other initiated and other repairs on other initiated. Whereas, based on the current research, the researcher found all types of repairs: self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and other-initiated other-repair. That's because the researcher used the informal debate as a data source that was discussed naturally and spontaneously by ten participants. Therefore, the researcher has an excellent opportunity to find all types of repairs.

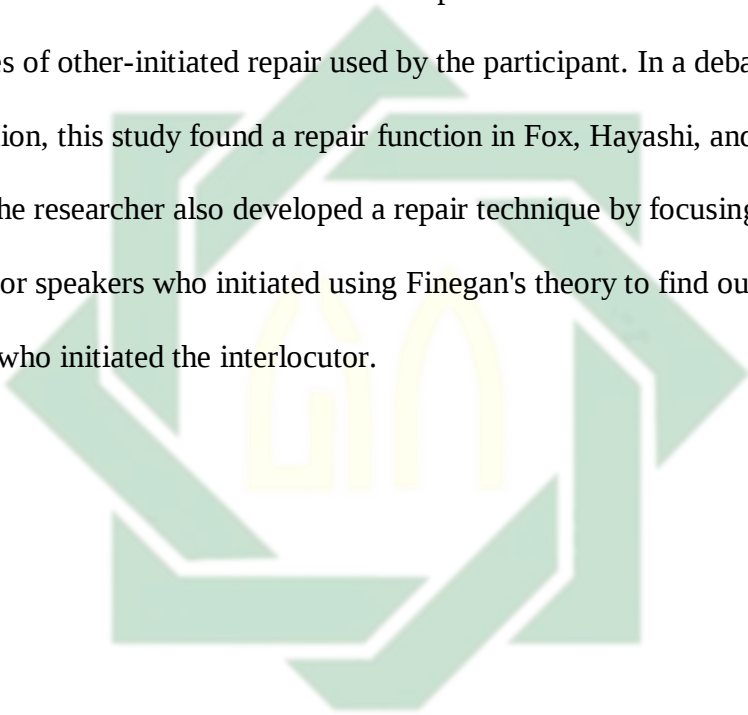
The finding of the study contradicts that of Hidayah (2015). The researcher found 13 types of self-repair and 12 types of other-repair. The previous research only focused on two types of repairs because she uses the theory of Paltridge (2000) that only self-repair and other-repair. That's why the previous research discovered only two types of repairs. Meanwhile, the current study used the theory of Geluykens (1994) that found four types of repairs: self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and other-initiated other-repair. Based on the findings, the current research found all types of repairs.

Tiara (2018) identifies conversation repair in online chat, and she analyzes the types, techniques, and the purpose of repair strategies. The researcher found three repair techniques, asking questions about the most used technique. While, based on the findings of the current research, using particles and expressions repair techniques is the highest used by the participants. That's because the previous study used a data source through online chat, which can find asking questions more often, but rarely uses particles and expressions. Usually, the techniques of particles and expressions are often found in direct conversation to identify the speaker's particles and expressions. Based on Finegan's (2008) theory, the use of particles and expressions gives a slight pause like *uh—, I mean—*, which can be seen and occur in direct conversation. In addition, the researcher also combines functions and techniques of repairs on one problem to find out the function of conversational techniques of repair.

This study aims to determine what types of repairs and the function of conversational techniques of other-initiated repair when conducting an informal debate. These findings contradict previous research because the previous research analyzed conversational repairs across various data sources, such as classroom interactions, movies, and online chats. The data sources used by previous researchers were structured conversations or formal conversations, which found fewer speech errors than using daily conversations. Therefore, the current study's findings receive a great opportunity to find speech errors and improve conversations. This study develops a conversational repair to find out the new

findings from a new data source, specifically the informal debate on the VICE YouTube channel that no previous researcher has studied.

Thus, this research has a contribution to existing theory and research. Theoretically, this study finds the types of repairs in Geluyken's theory in the informal debate. The researcher also developed the function of conversational techniques of other-initiated repair used by the participant. In a debate conversation, this study found a repair function in Fox, Hayashi, and Jasperson's theory. The researcher also developed a repair technique by focusing on other initiators or speakers who initiated using Finegan's theory to find out other speakers who initiated the interlocutor.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last part of the research which consists of two parts. The first section provides a summary of the findings of this study. Then, the second part suggests further research related to this research.

5.1 Conclusion

This study investigates the types of repairs and the function of conversational techniques of other-initiated repairs spoken by participants in the informal debate to generate various kinds of repairs and the function of conversational techniques of repairs. As a result, in types of repairs based on Geluyken's theory (1994), the researcher found 28 utterances of debate participants. Twelve utterances contain self-initiated self-repair, eight utterances containing types of repairs other-initiated other-repair, four utterances containing self-initiated other-repair, four utterances containing other-initiated self-repair.

The researcher also found out the function of conversational techniques of other-initiated repair used by participants in the informal debate. As a result, the researcher found 33 speeches of debate participants. Eight utterances of using particles and expressions to replace, five utterances of asking questions to replace, four utterances of asking questions to recycle, four utterances of abruptly stop speaking to replace, three utterances of repeating part to recycle, five utterances of using particles and expressions to recycle, two utterances of abruptly stop speaking to recycle, two utterances of repeating part to replace.

Informal debate participants mostly use repair strategies with self-initiated self-repair because they do not want the audience to make them wrong. If the error is not corrected, there will be a misunderstanding between the audience and the host, so they are repairing their errors. In addition, the debate participants mostly used particles and expressions techniques to replace. They use the technique of particles and expressions to express their feelings when speaking. On the other hand, they also use the replacing function to help replace more straightforward sentences so that the audience can more easily understand every sentence spoken by the speaker.

That is why conversation repair is necessary to study and analyze in more detail. It is mainly when the repair function is combined with the techniques used when repairing conversations. The researcher knows the types of repairs spoken by the speaker and the function of the techniques of repairs initiated by other speakers.

5.2 Suggestion

This study has revealed the types of repairs and the function of conversational techniques of other-initiated repairs spoken by informal debate participants. As a result of this study, the researcher has shown that speech repair is often revealed in a conversation. Therefore, for further research interested in conversational analysis, especially in conversation repair, the current research suggests English department students explore and analyze the types of repairs and the function of conversational techniques found in other-initiated repair.

Furthermore, the current research suggests that further researchers can find the

gaps to be developed better. In addition, further researchers can also choose other objects to be analyzed. It can be in everyday conversations or informal conversations with family and friends. It can provide a more natural conversation. Finally, the researcher hopes this research can be a good reference for readers, especially English department students and linguistic learners.



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<https://www.youtube.com/c/VICE>

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