

SELF-REPAIR STRATEGIES TO PROMOTE INTERACTIONAL SKILLS OF EFL LEARNERS

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Abstract

Self-repair strategies play a crucial role in maintaining communication between the interlocutors amid communicative barriers. Ergo, it is of paramount importance for English teachers to equip the students with such strategies for them to nurture the interaction during which the conversation takes place. This paper aimed to investigate the repair strategies in the conversations about everyday familiar topics from the American television sitcom, from which the English materials were designed. The characters' utterances and occurrences were respectively analyzed qualitatively and quantitatively. The findings showed that six kinds of self-initiated self-repair strategies were used, while the most frequently used was repetition, followed by hesitation pauses, and searching a word. This paper provides some suggestions for applying self-initiated self-repair strategies for teaching English spoken interactional skills.

Keywords: *Self-repair, English conversations, English Spoken Interaction Skills, CEFR.*

INTRODUCTION

In this technological era, there are many ways to teach the interactional skills in foreign languages, especially with regard to English conversation. People need and use English in daily conversation. A conversation is a form of oral communication

between people in daily life. The conversation is a medium of utterances and acts which demonstrate the transactional and interactional functions of language (Labov, Fanshel, 1977; Salmani & Nodoushan, 1995). In conversations, the speakers and interlocutors have to engage in communicative language activities. In many turns, they change their positions as producers and receivers. However, what have been said by the speakers could not always be understood by the interlocutors in the same intended meaning. In some conditions, the speakers have difficulties to convey the messages through the utterances. In order to prevent troubles in communication that may occur in conversations, speakers and interlocutors have to develop their communicative repair strategy (Canale & Swain, 1980; Meadan & Halle, 2004).

In education, teachers should understand the concept of communicative competence. It is a process in which the speaker first evaluates the social context of conversations and encoding the communicative options available to get and understand the messages (Canale & Swain, 1980). Teachers should apply the communicative competence in providing language knowledge to build learners' confidence, self-awareness of their abilities and weaknesses (Savignon, 1997). Teachers could apply any methods and learning styles to make students get meaningful learning and develop their skills through communicative learning (Natividad, 2018). Moreover, teachers should apply strategic competence to recognize and fix barriers in communication. Repair is the treatment of issues that occur in interactive language usage or a method that operates in conversation to resolve the problems of speaking, listening, and understanding the communication (Schegloff, Jefferson, & Sacks, 1977). This requires the process of mutual comprehensions such as word quest, as well as a substitution or correction of hearable errors or mistakes. Therefore, teaching repair strategies is the sine qua non of effective

communication for the English learners to nurture their interaction during which the conversation takes place.

During conversations, people often use Self-initiated self-repair (SISR). This is a case where the learners experience trouble in their utterances and they initiate repair in their classroom interactions. Previous research demonstrates that the most frequent strategies of SISR used by English native speakers and Iranian EFL learners are replacing and inserting, while deleting remains scantily recorded (Emrani & Hooshmand, 2019). In other research, it was found that strategies of repair in English conversations remained in use, which were taken from English films and made some suggestions to B2 level learners of English (Hoa & H  nh, 2016). In other cases, the speakers of Asian Englishes are engaged in self-repair when no corrections are needed to be made (Shinhee Lee, 2005). They employ their own characteristic signature phrase and each interlocutor's respective signature phrase serves multiple functions at different times in their discourse. It encapsulates that the repair strategies can provide some insight into learners' general perceptions and awareness of the target language, their weakness, and their language acquisition strategies.

This paper aimed to investigate the strategies of repair in conversations about everyday familiar topics from the American television sitcom. The following research questions the whole part of this study:

1. What kinds of repair strategies were used in English conversations in the American television sitcom?
2. How to implement repair strategies from English conversations in the American television sitcom to the teaching of the English spoken interaction skill?

The purpose of this paper was to highlight the importance of self-repair strategies and make some suggestions to apply these

strategies in teaching English spoken interaction skills to English as a foreign language (EFL) learners in Indonesia.

LITERATURE REVIEW

Repair Strategies

Repairs are endemic in conversation (Clark, 2020). Rieger (2003) defines ‘repair’ as error correction. Schegloff et al. (1977, p. 361) defined that repair is dealing with repeated speaking, hearing, and understanding problems. In addition, these are not necessarily about linguistic problems (e.g. pronunciation, vocabulary, syntax, or others.), but it may also be related to acceptability problems, such as saying something wrong in a broad sense, that is untrue, inappropriate or irrelevant (Schegloff, 2007). Reparation, therefore, refers to the treatment of issues that arise in the interactive use of language or a method that operates in conversation to resolve the problems of speaking, listening, and understanding communication (Schegloff, Jefferson, & Sacks, 1977). It is evidenced by second language acquisition research, that both native and non-native speakers of English use repair strategies while negotiating meaning in order to understand or make themselves understood. For example, West (2018) who investigated the use of repair strategies during fluency activities in multilingual EDC classes, found that use of repair by Japanese students is more frequent with a listening partner who is also Japanese and less frequent with a partner with a different first language (L1).

In everyday conversation, speakers rely on repairs to correct a variety of misunderstandings and glitches that happened (Healey, de Ruiter, & Mills, 2018; Healey, Mills, Eshghi, & Howes, 2018; Purver, Hough, & Howes, 2018). Moreover, repairs are signaled

through the use of strategies, such as interruption, editing expressions (e.g. er, em, etc.), and backchanneling. Researches have also shown that repair, which is a language phenomenon, is necessary for keeping communication smooth and accurate, and it has been evidenced in the literature that language learners are able to employ many repair strategies in second language interaction (Schegloff et al., 1977; Watterson, 2008; Schegloff et al., 2000, 2007; Rabab'ah, 2013).

Repair Strategies in English Conversation

Schegloff et al. (1977) classified repair into two types, namely self-initiated repair, and other-initiated repair. Furthermore, Repairs can be unprompted, self-initiated, or prompted, other-initiated. In both cases, the original speaker generally attempts to make a repair. Prompts appear to fall into three universal types of initiators for repair, namely open requests, restricted requests, and restricted offers (Dingemanse et al., 2015). Open requests are demands that do not specify exactly what was incorrect and not understand in the previous speaker's utterance. Restricted requests, however, indicate which piece of information requires to be restored and need repairs. Then, restricted offers identify the detail that was not explicit in asking the addressee for clarification of what was meant (Clark, 2020).

The first repair strategy in English conversation is self-repair strategies. Schegloff et al. (1977) investigated self-repair during conversations. They described systematically about the basic format of self-repair as an initiation with a non-lexical initiator. The non-lexical initiators consist of cut-off, lengthening of sounds, and

quasi-lexical fillers such as uh and um. When the speakers make an error, they detect it, then they cut off what they say, and finally repair the errors. Therefore, in order to repair their errors during conversations, language users repeat words and use fillers to gain time and achieve their communicative goal. Furthermore, self-repair involves a particular set of repair strategies such as error correction, searching for a word, hesitation pauses, immediate lexical changes, false starts, and instantaneous repetitions. There are some functions of self-repair, namely word search, word replacement, repair of personal references, and repair of next-speaker selections (Schegloff, Jefferson, & Sacks, 1977).

The second repair strategy in English conversation is other-repair strategies. According to Schegloff, Jefferson, and sack (1977), other-repair generally involves a recipient of the problematic talk initiating the repair, but either he/she leaves it for the speakers of the trouble source to deal with the trouble themselves in the ensuing turn or he/she will repair it. Schegloff (2004) roughly divides other initiation of repairs into those that request a 'fix' or those that offer a candidate for confirmation or otherwise. Of the former, Drew (1997) examines open class next turn repair initiators - such 'what? sorry? huh?', etc. These are seen as the weakest types of repair initiator given that they do not specify the nature of the trouble, nor its location in the prior turn. They simply signal that something is wrong. However, other initiated repair helps to manage problems related to speech that cannot be understood or partially understood. Bloch and Barnes (2020) concluded that other-initiated repair is a fundamental

mechanism for managing troubles associated with unintelligible or partially intelligible speech.

However, this paper only focuses on self-initiated self-repair. Second or foreign language acquisition often treats self-repair as a process that a learner performs automatically as a result of monitoring and error detection. Van Hest (1998b) stated that if the monitoring device of the speakers meets with a problematic item, the speakers may decide to correct this item on their own initiative, without the intervention of their interlocutors (Cited in Wang, 2003, p. 37). Therefore, when speakers have their own initiative correction without intervention, this repair is called self-initiated self-repair. Sparks (1994) made a simple explanation that self-initiated repair views as self-interruption (cited in Al-Harashsheh, 2015).

The Application of Self-Initiated Self-Repair Strategies in Interaction Skill

To have foundations on interactional skill requirements, this paper uses the Common European Framework of Reference for Languages (CEFR) as the basis, which is developed by the Council of Europe (2018). Council of Europe (2018) provides a common basis for elaborating language syllabus, curriculum guidelines, examinations, textbooks, and others in the CEFR. Furthermore, the Council of Europe (2018) elaborates in a comprehensive way in the CEFR about what language learners need to understand in order to use a language for communication, and what information and skills they need to acquire in order to be able to interact effectively. The definition also includes the cultural sense in which the language is described. The Framework further describes the

degree of competence that helps students to assess their success at each time. There are six levels in the CEFR: Basic User consists of two levels - A1 and A2; Independent User contains two levels - B1 and B2; and Proficient User has two levels - C1 and C2.

This research focuses on B1 and B2 levels; B1 and B2 learners are most appropriate because they have already accumulated a relatively wide vocabulary and a considerable amount of linguistic knowledge, so they can flexibly and effectively employ the strategies of repair and make regular interaction with native speakers or English-speaking foreigners. Moreover, in the Indonesian context, the content taught in the Indonesian national syllabus for English for junior to senior high school students are found to be within the range of A1-B2 CEFR levels (Aulia, Amalia, and Rayi, 2019).

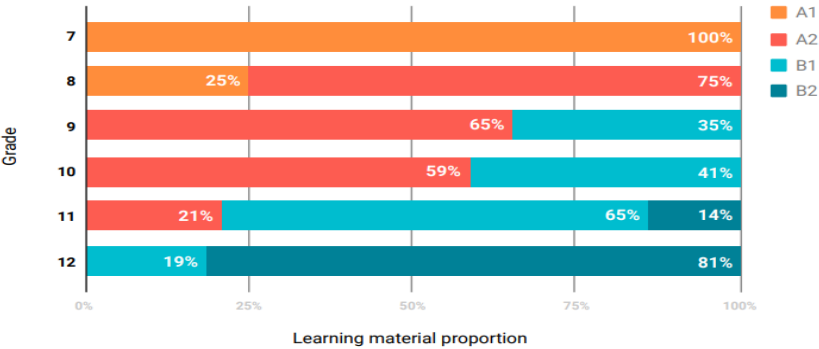


Figure 1. English learning material proportion in the National Curriculum of Indonesia

Figure 1 shows in grade 11, learning material proportion for B1 level is 65% and B2 level is 14%. For grade 12, the learning material proportion for B1 level is 19% and B2 level is 81%. It

indicates that CEFR B1 and B2 levels are more emphasized in grades 11 and 12 of senior high school, this is evidenced by giving a large proportion in English learning materials in the national curriculum of Indonesia.

Table 1

Requirements for B2 and B1 level learners in interaction and repair

Requirements for B2 Level	
Interaction skills	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances (Council of Europe, 2018 p. 83).
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments (Council of Europe, 2018 p. 83).
Requirements for B1 Level	
Interaction Skills	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc (Council of Europe, 2018 p.

	83).
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events) (Council of Europe, 2018 p. 83).
Communication Repair	The speaker can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. He/she can make a note of ‘favorite mistakes’ and consciously monitor speech for it/them.

In the book of CEFR (Council of Europe, 2018), the authors claim that in interactive activities, the language user acts alternately as the speaker and the listener with one or more interlocutors so as to construct conjointly, through the negotiation of meaning following the cooperative principle in conversational discourse. During their interaction, they are sometimes interrupted by communication breakdowns. Therefore, they must use repair strategies to ask for repair or to self-repair so that they can gain more effectiveness in their conversations.

RESEARCH METHOD

This paper adopted a descriptive qualitative research, which attempts to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. This paper also adopted an analytical method (Sert & Seedhouse, 2011), which attempts to establish why it is that way or how it came to be.

In this study, the researchers are the first data collection instrument and the data collected from material objects were interactions in the context of the research problem. The researchers observed four videos from the American television sitcom, then compared the collected data of native speakers in the conversation with the repair strategies framework developed by Schegloff et al. (1977). In order to investigate interactional skills in the American television sitcom, the researchers collected repair strategies which could be applied to real-life interaction and used it as material to teach EFL learners about self-initiated self-repair strategies. The data is from the American television sitcom (Modern Family) that uses English in conversation. Criteria for selecting episodes of the sitcom are that the samples have conversational utterances that contain self-repair. The years of the episodes' release are from 2010s to 2020s; because utterances in conversations are up-to-date and similar to what people say in everyday life conversations.

Table 2

The American television sitcom as sources of data in the research

Title	Directors	Season	Episode	Year
Modern family	Steven Levitan	6	16	2015
	Gail Mancuso	8	18	2017
	Jim Hensz	9	2	2017
	Fred Savage	11	16	2020

Source: American Broadcasting Company (ABC) website

To analyze the data, the researchers use a method suggested by Miles, et al. (2014), i.e. (1) data condensation, (2) data display, and (3) conclusion drawing or verification. First, the researchers collected data from four episodes of the American television sitcom “*Modern Family*” that uses English in conversation. Second, researchers prepared the transcripts of the film to be analyzed by drawing themes and codes based on the theoretical framework and wider literature. Third, the researchers showed the findings of the

analyzed results. The last, the researchers made a conclusion about the findings of this research.

FINDINGS AND DISCUSSION

The findings are collected through the scenes and subtitles which contained strategies of self-repair in conversational utterances in the American television sitcom. Furthermore, the data are compared and analyzed based on the theory of self-repair by Schegloff et al. (1977) and the classification of self-initiated self-repair by Hoa & Hanh (2016). The result of the conversation analysis of self-repair strategies in the conversations in an American sitcom presented and discussed in this section.

The first research question asked about the kinds of self-repair strategies used in English conversations. Based on Schegloff et al. (1977), this study finds six self-repair strategies, there are trouble source correction, searching a word, hesitation pauses, false starts, immediate lexical changes, and repetition. The results are presented in Table 3.

Table 3
Strategies of Self-Repair in English Conversations

Strategies	Quantitative Results	
	Occurrence	Percentage (%)
Trouble source correction	13	7
Searching a word	27	15
Hesitation pauses	45	26
False starts	14	8
Immediate lexical changes	18	10
Repetition	59	34
Total	176	100

Table 3 shows that there are six strategies of self-repair in English conversations in the American television sitcom. Based on the result above, the repetition strategy is more frequently used than other strategies, which is 59 times, or 34%. This strategy helps the speaker gain more time to think about what he/she is going to say by repeating a word. The next strategy that most often used is hesitation pauses, which is 45 times, or 26%. This strategy helps speakers gain more time to think and express their thoughts more clearly. The strategy of searching for a word is also employed a great deal in conversation. This is evidenced by the use of searching for a word 27 time or 15%. This strategy helps the speaker to lengthen the time to find out the correct words he/she wants to mention.

Strategies of Self-Repair in English Conversations

Trouble source correction

The repair strategy which corrects accidental trouble sources in communication or misunderstanding of the messages. The word which produces is different with the actual meaning wanted to convey. It usually happened fast in the interactions grammatically or pragmatically. The trouble would be repaired by the speaker themselves or other participants in conversations. However, the repair is usually initiated by speaker themselves, and rarely by others participants in conversations (Schegloff et al., 1977).

Excerpt 1

S: *No, I... they just look so soft and inviting.*

[*Modern Family*, season 8, episode 18, 00:03:59]

The trouble source in Excerpt 1 shows that the speaker produces the trouble source “I...”. Then he is aware of the trouble source and initiates repair by saying “*they just look so soft and inviting*”. This is in line with Schegloff et al. (1977), where the repair is initiated by the speakers. The repair gives context pragmatically to make the listener understand the messages.

Excerpt 2

S: *I was... but then I saw this little pillow.*

[*Modern Family*, season 9, episode 2, 00:20:01]

In Excerpt 2, the trouble source happened when the speaker wanted to answer, she produces the trouble source “*I was...*”. Then, she initiates repair by saying “*but then I saw this little pillow.*” The speaker wanted to give a better answer to make the other understand easily. Both excerpt 1 and 2 are in line with Schegloff et al. (1977), the repair is initiative by speakers themselves. From the data analysis, the trouble source correction occurred 13 times, about 7,38% used during the conversations.

Searching a word

Searching a word can occur if an item (e.g. a word) is not available to a speaker (Schegloff et al., 1977). The speakers used this strategy to find the correct words to convey the messages during conversations. The speakers usually take time to search for a suitable word that provides meaning.

Excerpt 3

S: *Um... okay. I have a theory.. uh, that lets us both off the hook.*

[*Modern Family*, season 9, episode 2, 00:19:18]

In the beginning, the speaker cannot find the right word to express his decisions. While after saying his agreement, he could not find suitable words to say his opinion. However, after the hesitation marker “uh”, the speaker finds the right words “*that lets us both off the hook*” as self-repair and to finish his utterance.

Excerpt 4

S: *Hi. Hey, uh, did you, uh show her my gift yet?*

[*Modern Family*, season 6, episode 16, 00:05:22]

In Excerpt 4, The speaker started the conversation by greeting the interlocutor, but she cannot find the right words to ask a question and saying “uh”. She started asking “*did you*”, then repeated the hesitation marker “uh”. After that, she finished the question by self-repair and saying “*show her my gift?*”

Excerpt 5

S: *I... wasn't sleeping. I was listening. And g-good for you. That is.. That is a lot of steps for one day.*

[*Modern Family*, season 11, episode 16, 00:03:20]

The speaker took time to find the right words to continue his answer, “*I... wasn't sleeping*” and initiated self-repair by saying “*I was listening.*” While in the end, he made a pause assign to find the next words, “*That is...*” and continuing “*That is a lot of steps for one day.*” From the data analysis, the strategy of search for a word occurred 27 times, about 15,34% used during the conversations.

Hesitation pauses

Hesitation pauses are period of silent that occur between linguistic units of an utterance (Carroll, 1985). This repair shows conversational silence during the turn-taking in a conversation. It happens when the speakers find it difficult to find words that express their thoughts rightfully or anything related to the topic of the conversation.

Excerpt 6

S: *Um, t-there was this one guy who she thought that she might like, but, uh, I don't know. She was weirdly secretive about him, but I-I g.... I guess that could still be thing.*

[*Modern Family*, season 6, episode 16, 00:10:52]

In the Excerpt 6, the speaker hesitates to express his answer, that is he makes some pauses in his utterance. In the end, he initiates repair strategy by saying “*I guess that could still be thing.*”

Excerpt 7

S: *I mean, I ... clearly, I've had some commitment issues, and I know I had a momentary freak out there, but I was... I had no idea that you w... Haley, I know it's unfair.*

[*Modern Family*, season 8, episode 18, 00:19:59]

In the beginning of Excerpt 7, the speaker wanted to explain his opinion by saying “*I mean*”. However, he faced difficulties by making some pauses in his utterance. Then, he said the final sentence “*Haley, I know it's unfair.*” as the self-repair about his opinion.

Excerpt 8

S: *Uh, how about, uh... that guy over there?*

[*Modern Family*, season 9, episode 2, 00:10:20]

In another case, Excerpt 8 shows that the speaker made some hesitation pauses “*uh*”, while she wanted to ask an opinion. From the data analysis, the hesitation pauses occurred 45 times, about 25,56% used during the conversations.

False starts

The speakers usually have an error to express their initial thoughts. It makes them say the wrong words at the beginning of their utterance. In other words, an utterance is aborted and then restarted with a new train of thought (Fitzgerald et al., 2009). This repair strategy helps them be aware of the error and recompose their utterances.

Excerpt 9

S: *Phil: Well, I-I... would you rather I had a mohawk?*

[*Modern Family*, season 6, episode 16, 00:12:36]

In the beginning, the speaker wanted to explain his reason, “*Well, I-I...*” Then, he initiated self-repair by asking “*would you rather I had a mohawk?*”.

Excerpt 10

S: *I.. Does it feel like we're in a nursing home?*

[*Modern Family*, season 11, episode 16, 00:05:42]

In Excerpt 10, the speaker said “*I..*” at the beginning of his utterance, then he initiates repair strategy by saying question, “*Does*

it feel like we're in a nursing home?". It shows that he actually wants to ask a question but produces false words in the start. From the data analysis, false starts repair-strategy occurred 14 times, about 7,95% used during the conversations.

Immediate lexical changes

In this repair strategy, the speakers will change some words by saying words or idioms which the meaning is more specific to the meaning of the utterances. The speakers also would change the composition of the words or input some words in their utterances. In other words, speakers would adjust the words because they have not used exact words (Hoa & Hạch, 2019).

Excerpt 11

S: *I don't think he's here. I mean, I-I know he's not here.*

[*Modern Family*, season 6, episode 16, 00:00:50]

In Excerpt 11, the speaker answered the question by saying, "*I don't think he's here*". When, he aware of his utterance, he initiates self-repair and continues his answer, "*I mean, I-I know he's not here.*"

Excerpt 12

S: *I'm just so tired. I'm so very tired. I just need to close my eyes.*

[*Modern Family*, season 8, episode 18, 00:04:12]

In the utterance above, the speaker says, "*I'm just so tired*". Immediately he initiates repair strategy by changing the word "just" into "*very*". He also said, "*I just need to close my eyes*" to make the hearers aware of the change and get the message. From the data

analysis, the immediate lexical change occurred 18 times, about 10,23% used during the conversations.

Repetition

Repetition can serve recipients as one sort of resource for locating what is being treated as a trouble-source (Schegloff, 2013). This repair strategy allowed the speakers to take time to find the correct words by repeating some words, such as personal pronouns, conjunctions, articles, or prepositions.

Excerpt 13

S: *I was supposed to give her away. I was supposed to walk her down the aisle and give her husband-to-be one of these.*

[*Modern Family*, season 6, episode 16, 00:17:36]

The speaker said his opinion in the first sentence. Then, he repeated the phrase “*I was supposed to*” to explain the meaning of “*to give her away.*”

Excerpt 14

S: *I’m just so tired. I’m so very tired. I just need to close my eyes.*

[*Modern Family*, season 8, episode 18, 00:04:12]

In Excerpt 14, the speaker repeats the word “*T*” in every sentence, as he explains his condition.

Excerpt 15

S: *Oh, God, No! No, that’s... that’s even worse. I’m... I’m sorry, I just... I don’t feel like I’ve ever been in this house before.*

[*Modern Family*, season 11, episode 16, 00:05:53]

In the example, the speaker repeats some words to prolong his turn-taking to think of the right words he wants to convey. From the data analysis, the repetition occurred 59 times, about 33,52% used during the conversations.

Some suggestions for applying the SISR strategies to Teach English spoken interaction skill

Based on the result of the repair strategies found from the English conversations, the researchers made suggestions to apply the SISR to the teaching of the English spoken interaction skill. The suggestions were also made based on CEFR (Council of Europe, 2018) about the requirements of the interaction skill and the repair sub-skill for B2 and B1 level learners.

Table 4

Suggestions of SISR in teaching English spoken interaction skill

Level	Requirements	Suggestions
B2	The interlocutor can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. They can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances (Council of	Teachers prepare some speaking activities with different topics. Then, the teacher asks students to discuss their topics with their partners. The speakers are asked to use SISR strategies such as <i>repetition</i> in order to enhance their fluency and accuracy in speaking. Besides, the speakers can also employ <i>searching a word</i> or <i>hesitation pauses</i> strategy when they want to gain more time or to mention another thing. These strategies are

	Europe, 2018 p. 83).	common in spontaneous conversations.
	The interlocutor can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party. they can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments (Council of Europe, 2018 p. 83).	Teachers guide students in reading more books, newspapers, or watching more television in order to enrich students' background knowledge, so they can provide explanations and give examples for their conversation. Students are advised to use all of SISR strategies in order to make their conversations as effective as expected, depending on their context or circumstances.
B1	The interlocutor can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc (Council of Europe, 2018 p. 83).	Teachers ask students to retell the content of their favorite book, film, or music to their partners. While expressing their thoughts and ideas, students are advised to use all of the SISR strategies in order to check and confirm information, depending on their context and circumstances.
	The interlocutor can	Teachers show a video

exploit a wide range of simple language to deal with most situations likely to arise whilst traveling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events) (Council of Europe, 2018 p. 83).

In conclusion, junior and senior students in Indonesia (Aulia, Amalia, and Rayi, 2019) have to be equipped with those strategies above so that they can find out how to keep their conversations smooth. Even though they have problems in conversation, they can keep the conversation smooth by using the appropriate self-strategies, depending on their needs, context, and circumstances.

IMPLICATIONS AND CONCLUSION

Based on the findings and discussion, the English conversation in the American television sitcom contained six self-initiated self-repair which in line with the repair strategy theory from Schegloff et al (1977). The six self-initiated self-repair strategies are trouble course information, searching a word, hesitation pauses, false starts, immediate lexical change, and repetition. The repair strategy which is frequently used in the English conversation is repetition with 59 occurrences, hesitation pauses with 45 occurrences, then followed by searching a word with 27 occurrences. Moreover, the six self-initiated self-repair

strategies in that American television is the sample act of error correction (Rieger (2003) which could happen in a real-life situation.

In this technology era, teachers could design materials from a television program or the internet to make the students feel they learn in real practice from native speakers (Liu et al., 2015). As Natividad (2018) stated teachers should apply meaningful learning to make students more interested to develop their skills. Using the reflection of the impact of using self-repair strategy in the American television sitcom (Hoa & H_ành, 2016), the videos could be used as material development to teach the spoken interaction skill, especially to B2 and B1 level learners of English in Indonesia. It helps the students to develop their spoken interaction skills because they learn by seeing how the native speakers use it in their daily activities (Emrani & Hooshmand, 2019). In other words, it gives information for learners about troubles during the conversation (Healey, de Ruiter, & Mills, 2018), the cause of the troubles, how to act about it, and the repair strategy to handle it (Schegloff et al., 1977, 2000, 2007).

In conclusion, this paper is beneficial to help teachers in material development and to give insight into the classroom design of teaching-learning, especially in Teaching English to Speakers of Other Languages (TESOL). However, the authors suggest other researchers to conduct further papers on this topic. Future research may investigate the same topic, but with different data, for example: the self-repair strategies used in the real-world context, such as in the classroom or in the society, especially everyday life conversations in Indonesia. Hopefully, there will be papers that discuss communicative strategies and material development about it.

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