CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Interaction becomes significant roles in learning literature using English since through interaction the students can develop their knowledge in mastering literature content and their ability in communicating in English (Murtiningrum, 2009; Nisa, 2014). Interaction also is defined as the most effective way to teach both language and literary content by designing tasks in the form of discussion so that the students can receive the input and produce the output through language that are required as their communicative competences (Rustandi & Mubarok, 2017; Sari, 2018). During the interaction between lecturers and students, it is a fact that most of the students may face the challenges and difficulties by producing several linguistic errors while they answer questions, ask questions, give opinions or deliver their messages including grammar, vocabulary, and pronounciation in speech (Carranza, 2007; Hussein & Bostanci, 2020; Sahyoni, 2018; Tiara, 2018; Wisrance, 2020). Normally, everyone assumes that students can not produce the errors however errors are the essential parts in learning second language since through the errors, the lecturers can determine what the students know and what they do not know (Adibah, 2018; Carranza, 2007).

Therefore, the lecturers have the responsibility as the facilitators which can help the students to build better comprehension and apply the strategies in order to solve their difficulties during learning (Adibah, 2018; Budiman & Apriani, 2019). Lecturers can apply various strategies and repairs in the conversation in order to enhance their knowledge (Lacia et al., 2019). Repair strategies can be used since repair strategies have a function to accomplish several errors done by students (Fadilah et al., 2017). Therefore, repair strategies are really needed to use since as

the students should enhance their awareness of language monitoring and they also must avoid their errors and mistakes gradually (Liu & Wang, 2018; Sahyoni, 2018). If the repair strategies is not applied by the lecturers, it is worried that the students have the habit to produce error and can not recognize their mistakes and correct them directly (Peng, 2020; Sahyoni, 2018).

Studies on the use of repair strategies concern to be analyzed (Puspita, 2019) and this studies have been conducted widely in several settings. It can be seen from the result shown that repair strategies have function to improve students' fluency and to encourage the students to be risk-takers. Aleksius &Saukah (2018) claimed that repair as a set of practices designed for dealing with the sorts of mistakes. In a similar way, Trisanti (2017) claimed that repair is a strategy that notices the mistake and prompts repairement. It can conclude that repair strategies are needed when the lecturers find some errors or mistakes during interaction in learning process. The errors and mistakes can be found by the lecturers, as explained by Novitasari & Imperiani (2019) that repair deals with some errors including speaking, hearing, and understanding the material given by the lecturers. Futhermore, Canonio, Nonato, and Manuel (2017) added that repair strategies do not only focus on correcting grammar but also focusing on expression that the students produce while they speak or have conversation with others.

This study is conducted since the writer concerns with the limited study of repair strategies where most of the writers use the conceptual framework of repair strategies by Schegloff (1977) while this study uses the conceptual framework of repair strategies by Rido (2018). Those frameworks have the same concept related to repair strategies however the writer selects Rido's framework since that framework provides the various and specific types of repair strategies and it can help the writer to analyze the data specifically. Beside of that, most of the

writers focus on the elementary level and English education content while this study focuses in the university level and literature content.

1.2 Research Questions

Based on background of study, the writer formulates two research questions as follow:

What are the types of repair strategies and how are the repair strategies manifested by the lecturers in English literature lectures?

1.3 Research Objectives

Regarding to research question, this study has two objectives as follow:

- To investigate repair strategies used by English literature lectures and how they are manifasted in there lectures.

1.4 Uses of the Study

This study is expected to contribute the theoretical use and practical use for the lecturers in their lecturing practices:

1.4.1 Theoretical Use

Theoretically, this research is expected to have contribution to be applied in classroom interaction. The theory of Interaction Hypothesis from Long (1983) and the theory of Repair Strategies by Rido (2018) are applied in this study. Therefore, this study is expected to show

the readers how the importance of repair strategies in order to enrich readers' knowledge and to gain their understanding related to repair strategies in classroom interaction.

1.4.2 Practical Use

Practically, this research is expected to give contribution for the lecturers to help them in applying repair strategies in order to repair students' error. Through repair strategies, lecturers can help the students to improve their linguistic and content knowledge.

1.5 Scope of the Study

This research is focused on English literature department in a private University. The researcher takes a small scale where it only focuses on literature lectures that consist of prose, drama and literary criticism lectures. In addition, this study also focuses on several criterias that required in choosing the lecturers are mainly teaching English in literature lectures and having to posses master's degree in English literature. Through this study, it revealed the repair strategis have the importance in the classroom.