

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Study

This study uses four previous studies relevant to repair strategies. The previous studies are (Aleksius & Saukah, 2018; Trisanti, 2017 ; Novitasari & Imperiani, 2019; Canonio, Nonato, and Manuel, 2017).

Table 2.1 Previous Studies

No	Study	Objective	Method	Findings
1.	Aleksius & Saukah (2018) Indonesia	To investigate how EFL students in University employed Other Initiated Repair strategies to solve misunderstandings and difficulties in conversation.	Qualitative Method & Video recording	The findings revealed that the EFL students employed eight different Other Initiated Repair strategies which occurred in all the ten conversation produced by students.
2.	Trisanti (2017) Indonesia	To examine how repair strategies contributes to language acquisition.	Descriptive Qualitative Method & Observation	The finding showed Self Initiated Other Repair employed by University students' conversation.
3.	Novitasari & Imperiani (2019) Indonesia	To investigate the types of repair strategies used by elementary EFL students during the classroom interaction	Qualitative Method & Video recording	The finding indicated that there were four repair strategies such as Self-Initiated Self-Repair, Self-Initiated Other-Repair, Other-Initiated Self-Repair, and Other-Initiated Other-Repair. The dominance of repair strategies was Other-Initiated Self-Repair that showed 37,1%.

4.	Canonio, Nonato, and Manuel (2017) Philippines	To analyze repair strategies used both in institutional and ordinary conversation among students in the University	Descriptive-qualitative Method & Audio recording	The finding showed that the Self-Initiated Self-Repair was used frequently in both institutional and ordinary conversation. Then, it also revealed that errors were done by students due to lack of communication. In order to solving those errors, the students corrected and conveyed their own statement.
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First, Aleksius & Saukah (2018) investigated the employment of Other-Initiated Repair strategies in solving understanding problem of university students' conversation and examined the kinds of trouble sources that prompted the employment of OIR strategies. Through this research, it showed that the students successfully employed eight types of repair strategies such as unspecified repair, interrogative repair, partial repeat plus a question word repair, partial repeat repair, understanding check repair, request for repetition, request for definition and correction repair. The finding also found that there were three trouble-sources which caused errors such as linguistic, conversational, and meaning-related problems that comprised of poor grammar, wrong pronunciation and choice of word, delivery problem, filler and long pause, and unclarity of meaning.

Meanwhile, Trisanti (2017) examined the impact of self-repair applied in oral performance. This study employed descriptive qualitative method and group discussion. The finding revealed that the conversation was dominated by Self-Repair Other-Repair where students offered the help to one another to correct the errors produced by students. In Self-Initiated Self-Repair, students corrected their own mistakes directly while speaking, while in Self-Initiated Other Repair, the interlocutor would wait in offering help

after it was requested. The finding also found that the biggest difficulty faced by students was about lexical item such vocabulary problems and non-lexical item such as long pause and fillers.

Moreover, a study from Novitasari & Imperiani (2019) investigated the types of repair strategies used by elementary EFL students during the classroom interaction. This study employed qualitative approach since the data aimed to analyze was in the form of conversational interaction in classroom. Elementary EFL students at one private elementary school in Bandung were chosen as the participants in this study. The finding revealed that there were four repair strategies such as Self-Initiated Self-Repair, Self-Initiated Other-Repair, Other-Initiated Self-Repair, and Other-Initiated Other-Repair. The dominance of repair strategies was Other-Initiated Self-Repair that showed 37,1%.

Finally, Canonio, Nonato, and Manuel (2017) analyzed repair strategies used in both institutional and ordinary conversations. Descriptive-qualitative method was employed in this study. The first semester students at Cagayan State University were chosen as the participants in this study. The researchers took recording from different places such as classroom, meeting, formal gatherings, canteen, under the tree and the library. The finding revealed that the Self-Initiated Self-Repair was used frequently in both institutional and ordinary conversation. Then, it also revealed that errors were done by students due to lack of communication. In order to solving those errors, the students corrected and conveyed their own statement.

The previous studies above show that repair strategies contribute a lot in classroom interaction. However, this current study is different from the previous studies where this

study focuses on investigating the types of repair strategies in literature lectures and how the lecturers manifested it.

2.2 Interaction Hypothesis

Classroom interaction is defined as an activity where the lecturers transfer the knowledge with students. During the interaction, there are input and output in communication. Input and output process are needed so that through interaction can gain the goals of lecturing. Thus, this study employs Interaction Hypothesis by Long (1983) as theoretical framework.

Interaction hypothesis is a theory of second language acquisition where it explains that by doing face-to-face interaction and communication in two ways can improve language proficiency (Al Khateeb, 2014). It makes this theory is specifically applied for the students who are learning second language. Interaction hypothesis is integrated into input, output, and feedback. Input is the process when the students receive the knowledge through reading, learning grammar and vocabulary and having conversation. Meanwhile, output is the process when the students produce the language that they have while they are in input process. By output, students is expected to be aware of identifying linguistic errors and reconstructing the language when the students produce the language (Sundari, 2017). During input and output, students will receive the feedback that can adjust the output from the students

2.3 Repair Strategies

Repair strategies are strategies to repair the error or the mistakes made by the students during learning process. Mostly repair correlated with correcting students' error (Rido et

al., 2014). According to Rido (2018), repair strategies are divided into seven types of repair strategies as follow: (1) ignore the error completely, (2) indicate an error has been made and correct it, (3) ask students to make self-repairs (4) indicate an error has been made and get other students to correct it, (5) repeat students' responses with changes, (6) point out mistakes and criticize student, and (7) frequently interrupt to correct error.

2.3.1 Ignore the error completely

Ignore the error completely is the first strategy that can be used by the lecturers while the students produce the linguistic errors or the error of understanding the content. It seems that the lecturers can not ignore the students however the lecturers ignore their error since they make the simple error that can be easily repaired by them.

Example 1:

173	T	Can you recall the story what did she do?
174	S	She take her daughter at eleven o'clock
175	T	Yes!
176		Very good

Source: (Noor et al., 2010)

Based on the example 1, the teacher ignored the grammatical errors by students. In line 173, the teacher asked the student to retell the story. The student answered it by saying 'she take her daughter at eleven o'clock.' (line 174). In line 174, the students produced the error in the tenses of the sentence that she used. In retelling the story, we needed to use simple past tense however, the students said 'take' instead of 'took'. The student's response needed to be repaired however the teacher ignored it by saying 'Yes!. Very good' (line 175-176).

Example 2:

- 5 T Ok today we are going to have speaking activity and then do the exercises in
6 the book ya. Our topic will be my weird dream (**writes on board**). Have you
7 ever had a weird dream?
8 S Yes miss I dreamed about something weird yesterday
9 T Ok how was the story?
10 S Ya the dream is about kingdom
11 Ss Uwaaaa (amazed)
12 T What kind of kingdom?
13 S You know about prince kingdom?
14 T Yes.
15 And then what happened to the prince kingdom?
16 S **So I go to a kingdom** and met a prince.
17 yes I think he was a prince
18 T You met a prince?
19 S **Yes and then that prince give me a crown after that I I wear that crown**
20 S1 What were you doing then?
21 S **Then I wear that crown and walk in the yard.**
22 The yard was so beautiful.
23 T Ok

Source: (Yauwangsa & Wijaya, 2011)

Based on the example 2, the teacher ignored the grammatical errors completely. In line 5, the teacher told the students to have speaking activity and asked students to do exercises in the book. Then, the teacher said that the topic in that classroom was weird dream and asked whether the student had ever had weird dream or not (line 6-7). In line 8, a student said that she had weird dream yesterday. The teacher asked how the story was (line 9). The student answered that it was about kingdom (line 10). After that all of the students gave the responses by saying 'uwaaaa' (line 11). In line 12, the teacher asked what kind of kingdom was. The student said that it was about prince kingdom (line 13). In line 14-15, the teacher said yes and what happened to the prince kingdom. The student said that she went to to kingdom and met prince however the student produced the grammatical error by saying 'I go to a kingdom' (line 16-17). In this case, the teacher ignored the error and continued to ask the dream (line 18). In line 19, the student kept telling the story and said that 'prince give me a crown after that I wear that crown' however, the student produced the grammatical error. The teacher ignored the error twice and asked what she was doing then (line 20). In line 21-22, the student said that 'I wear that crown and walk

in the yard.’ It indicated that the student produced error but the teacher ignored the error by saying ‘ok’ (line 23).

Example 3:

- | | | |
|---|----|--|
| 1 | T | Can you explain why? |
| 2 | S | Explain- |
| 3 | T | Why does that make you feel relaxed. |
| 4 | S | Em... Er...computer game is is ah fun and make me to learn and the same time in |
| 5 | | in in video game. It’s 10 story in game yeah. |
| 6 | Ss | ((laugh)) |
| 7 | S | Um... game adventure |
| 8 | T | Yeah |

Source: (Supakorn, 2020)

Based on the example 3, the teacher started the class by asking ‘can you explain why?’ (line 1). In line 2, the student was confused and said ‘explain’. The teacher suddenly asked the reason why the students felt relaxed (line 3). In line 4, the student said that the thing that he made relaxed was computer game because it was fun and he could learn and played at the same time. He also said that there was 10 story in the game (line 5). All the students laughed when they heard him (line 6). The student repeated what the thing that made him relaxed by saying it was game adventure (line 7). It could take a look in line 4 where the student said ‘make’ not ‘makes’ and it indicated that the student produced the error however the teacher only said ‘yeah’ (line 8).

2.3.2 Indicate an error has been made and correct it

In this strategy, the lecturers indicate the error that has been made by the student and correct the error since the student can produce the further errors. In this situation, the error must be repaired so that the student can understand which part or which the error that they produce.

Example 1:

- 1 T What did you have for breakfast this morning?
 2 S **I have a glass of milk, an egg and some bread**
 3 T **Oh, you should say “I had a glass of milk...” Read after me, please**
 4 S **Oh, sorry. I had a glass of milk, an egg, and some bread**
 5 T That’s right

Source: (Jing et al., 2016)

Based on the example 1, the teacher asked the student about the breakfast that the student had (line 1). In line 2, the student responded by saying ‘I have a glass of milk, an egg and some bread’. It can be seen in line 2 that the student used the wrong tenses. In giving the response, we used the simple past tense to express the activity that we did in the past include the breakfast that we had. However, the teacher indicated it and repaired it by asking the student to follow teacher’s repair (line 3-5).

Example 2:

- 114 L What about the additional one or the main character in which it is character
 115 who is maybe being presented in the fiction? ((walk to the front)) Even if it is
 116 presented- it’s only the short time. (4.8) Who (.) in Clara?
 117 S **(inaudible)**
 118 L **Excuse me?**
 119 S **Police**
 120 L **Police**
 121 S **Family**
 122 L **Family**
 123 Ss **(mumble)**
 124 L **No- no- you can’t say the writer**

Source: (Rido et al., 2021)

Based on the example 2, the lecturer was discussing additional characters in a story with the students. The lecturer continued the discussion by asking the additional characters around Clara (lines 114-116). In line 117, a student tried to answer, but the voice was unclear so that the lecturer said ‘excuse me?’. The lecturers indicated that he wanted the student to repeat the response with louder voice (line 118). In lines 119-122, the student answered ‘police’ and ‘family’ and the lecturer repeated the student’s answer. The

students continued to discuss together (line 123) in order to give more answer, but the lecturer heard a student said ‘writer’. Then, the lecturer said ‘no’ and continued ‘you can’t say the writer’ to correct the wrong statement (line 124).

Example 3:

- 158 T Ok next Caca, you may use the whiteboard if you want. Ayo Ca
 159 S Now I'm going to explaining about why and how we exercise. Exercise can
 160 make up keep healthy and it can also help us grow stronger so there are a lot of
 161 choices when you want to exercise. First, aerobic exercises like walking,
 162 swimming, running, cycling and many others. They can make our heart and
 163 **lung works harder**
 164 T They can make our heart and **lungs work harder ok**
 165 S And the next is strength training strength training make us have strong
 muscles and **bone**
 166 T Ok also **our bones**

Source: (Yauwangsa & Wijaya, 2011)

Based on the example 3, the teacher called the student to share her opinion and the teacher permitted the student to use whiteboard if she wanted (line 158). In line 159-163, the student shared her opinion related to the reason why and how they had exercise. However, the teacher indicated an error by saying ‘lungs work harder’ and the teacher said ‘ok’ so that the student could take a note the part that had an error (line 164). In line 165, the student continued to share her opinion. However, the teacher indicated an error and said ‘our bones’ to correct the error (line 166).

2.3.3 Ask students to make self-repairs

In this strategy, the lecturers need to ask students to make self-repair. The lecturers have the obligation to repair all the error however, it does not mean that the lecturers always do the repair. In this case, the lecturers expect their students make self-repairs so that the students can repair the error that they produce by themselves.

Example 1:

- 1 S I go to a concert last weekend.
 2 T **I go to ...? Last weekend...? Go...?**
 3 S **Sorry, I went to a concert last weekend**
 4 T That's right. You are a clever boy

Source: (Jing et al., 2016)

Based on the example 1, the student informed the activity that he did on last weekend however, he used simple present tense (line 1). In line 2, the teacher indicated that the students produced the grammatical error. In asking the student to made self-repair, the teacher pointed out several hints so that the student could repair his statement by saying "I go to...? Last weekend...? Go...?". The student understood the hints and repaired his error (line 3).

Example 2:

- 154 T 8 sentences minimum, have you finished? Ok let's start ayo close your
 155 Book. Ingat yaa pronunciation and grammar nya you have to pay attention to it
 156 ayo Tin duluan
 157 S Why do we need to exercise is because first we should exercise because it
 158 makes us healthy and strong. There are many types of exercise. First is strength
 159 training. It strengthen our bones and muscles usually it likes gym or lifting
 160 weights. Another type is aerobic. Aerobic is like walking, running, climbing
 161 **(mispronounced)**
 162 T Climbing or climbing **(corrects pronunciation)?**
 163 S Climbing **(correct pronunciation)** like climbing stairs, swimming, and
 164 things like that and not only that, people also can exercise by playing basketball,
 165 football, or pingpong. So people can enjoy exercise differently. Ok thank you

Source: (Yauwangsa & Wijaya, 2011)

Based on the example 2, the teacher asked student to make 8 sentences related to the reason why they needed to have exercise (line 154). In line 155-156, the teacher asked student to close the book and reminded the students to pay attention with pronunciation and grammar. In line 157- 161, the teacher started to share her opinion however, the

student mispronounced the word ‘climbing’. The teacher indicated an error and asked the student to do self-repair by pronouncing ‘climbing’ or ‘climbing’ (line 162). In line 163-165, the student did the self-repair and continued to share her opinion.

Example 3:

- | | | |
|---|---|---|
| 1 | T | What is your mother? |
| 2 | S | My mother is Mrs. Wang |
| 3 | T | What does your mother do? |
| 4 | S | She is a teacher |
| 5 | T | Now I ask you the same question. |
| 6 | | What is your mother? |
| 7 | S | She is a teacher |
| 8 | T | Good Job |

Source: (Jing et al., 2016)

Based on the example 3, the teacher asked the student about his mother’s occupation (line 1). In line 2, the student answered the name of his mother because he thought that the teacher asked about the name. Then, the teacher changed his question by asking ‘what does your mother do?’ (line 3). In line 4, the student understood that the teacher asked about the occupation not the name of his mother so that the student said that his mother was a teacher. Then the teacher said that he asked the same question but in the different sentence so that the student could make self-repair if he made mistake when the teacher asked him ‘what is your mother’ (line 5). In line 6, the student could answer the question and the teacher said ‘good job’ (line 7).

2.3.4 Indicate an error has been made and get other students to correct it

In this strategy, the lecturers attempt to create the active atmosphere in the classroom by asking the other students to correct the error.

Example 1:

- 393 L Ok ya. Nah, later on, you should analyze that. For example, like
 394 ee (.)
 Clara character previously, ya. **Is she flat or round?**
- 395 S **Round**
- 396 L **Flat or round (/)**
- 397 S **Round**
- 398 L **Flat or round (/)**
- 399 Ss **Flat**
- 400 L **Flat.** Because the charaterization like just same from the beginning.

Source: (Rido et al., 2021)

Based on the example 1, the lecturer asked the Clara's character whether she was flat or round character (line 393-394). A student responded that Clara had round character (line 395). Although the student did not produce the grammatical error, the student produced the error in understanding the content of literature subject so that the lecturer asked again the same question however the student gave the same answer (line 396-397). In line 398-399, the lecturer asked the same question to the other students so that the repair can be done by other students.

Example 2:

- 1 S **You have did something true.**
- 2 T **(pointed at whiteboard)**
- 3 Ss **You have done something true.**
- 4 T Good. Lebih tepatnya 'you have done something correctly'

Source: (Pratiwi, 2019)

Based on the example 2, the student translated the sentence on whiteboard and said 'you have did something true' (line 1). In line 2, the teacher indicated an error and pointed at whiteboard and asked other students to correct it. The other students corrected it by saying 'you have done something true.' (line 3). In line 4, the lecturer said 'good' and repaired the correct one.

Example 3:

- 1 S We came here **by the train**.
 2 T (Ask whole students) **By the train?**
 3 Ss No, **by train**.
 4 S Sorry, we came here **by train**.
 5 T Good job.

Source: (Jing et al., 2016)

Based on the example 3, the student was asked to tell the daily activity and he said 'we came here by the train' (line 1). In line 2, the teacher indicated an error because the student used the word 'the' and she asked the other students' opinion. The using of word 'the' when we talked about transportation had the meaning that we did not usually go by train. In this case, the student always used train when he went to school so that it would be better to say 'by train' not 'by the train'. Then the other students gave the response by saying 'no, by train' (line 3). In line 4, the student said 'sorry' and repaired his talk and the teacher praised him by saying good job (line 5).

2.3.5 Repeat students responses with changes

In this strategy, the lecturers repeat the error produce by students with changes so that the students can highlight which part that they need to repair and how they repair it.

Example 1:

- 70 L Who is Agus? this one? ((point his hand to Agus)) oalrighto ee (.) According
 71 to you, **what kind of person Agus is?**
 72 S Ee (.) **humorist person**
 73 L **Ok! And then- so ee(.) he has sense of humor ya.**

Source: (Rido et al., 2021)

Based on the example 1, the lecturer was discussing character and characterization with the students and he asked the entire class about characterization of one of their classmates named Agus (lines 70-71). In line 72, a student gave his response by saying that Agus

was humorist person. After that, the lecturer repeated the student's answer with modification '...he has like sense of humor ya' (line 73).

Example 2:

- 65 T Finished? Udahyaabacanya now. Close your book and answer my
 66 questions ya. No problem just make your own sentence ok. Is everybody ready?
 67 Ok why do we always feel hungry at mealtime?
 68 S Hmm you know. It's because of our digestion when we feel hungry we eat
 69 and we feel full again
 70 T Ok because we digest
 71 S Because we see
 72 S1 Hah because we see? What we see?
 73 S Because **we have already see some food** and suddenly we think that
 74 T Ya because **we have already seen some food** and suddenly we think that we need
 75 food (**laughter**). That's why we feel hungry
 76 S I know I know maybe because we usually eat at that time and because some
 77 food have already digest and that's why we feel hungry
 78 T Ya because some food have already digested. Ok now what happens to all food
 79 that we eat?
 80 S Hmm digested

Source: (Yauwangsa & Wijaya, 2011)

Based on the example 2, the teacher asked the students to read the book and asked whether they finished or not (line 65). Then, the teacher asked the students to close the book and to answer the questions from the teacher. The teacher asked why they felt hungry at mealtime (line 66-67). In line 68-69, the student answered that they felt hungry because of digestion and if they felt hungry they would be full again after they had eaten. The teacher agreed with student's statement (line 70). In line 71, the student continued her opinion by saying 'because we see'. Then other student asked why they saw (line 72). In line 73, the student gave the reason because if we saw the food, we would feel hungry. However, the teacher indicated the grammatical error and repeated the response with changes by saying "we have already seen" (line 74-75). Then, the student added the response by saying all the food had been digested and after that we could feel hungry (line 76-77). In line 78-79, the teacher received the student's opinion and asked one question

more by saying what happened to all food that they ate. The student directly answered that all the food had been digested (line 80).

Example 3:

- | | | |
|---|---|---|
| 1 | T | What are you doing last weekend? |
| 2 | S | Last weekend I go to the beach with my sister. |
| 3 | T | You went to the beach. |
| 4 | S | Oh ya! Last weekend I go to the beach with my sister. |

Source: (Yusnidar, 2018)

Based on the example 3, the teacher asked the student about the activity that they did last weekend (line 1). One of the student gave the response by saying 'Last weekend I go to the beach with my sister' (line 2). In line 3, the teacher indicated the error and repeated the student's response with changes by saying 'You went to the beach'. Then, the student said 'ya' since she realized that she made an error however, she repeated the error again (line 4).

2.3.6 Point out mistakes and criticize student

In this strategy, the lecturers need to be strict since the lecturers need to point out the mistake and criticize it. This strategy is used when the students produce many errors in grammar or content so that when the students produce the error, the lecturers can directly point the mistakes and criticize it.

Example 1:

- | | | |
|---|---|---|
| 1 | S | I eat cone for dinner. |
| 2 | T | Cone? You eat cones? |
| 3 | S | Corn. I eat corn |
| 4 | T | You eat corn, C-O-R-N. I wasn't getting the R sound. |

Source: (Arias, 2004)

Based on the example 1, the student said that he ate the cone for dinner (line 1). In line 2, the teacher asked whether it was true that he ate cone for dinner since it was not possible if someone ate snack for the dinner. In line 3, the student did the self-repair and said that he ate the corn not cone. Then, the teacher pointed out that the students ate corn and she was not hearing the ‘r’ sound while the student pronounced it (line 4).

Example 2:

- | | | |
|---|---|---|
| 1 | S | I have many money in my pocket. |
| 2 | T | ‘Many’ used for countable noun. |
| 3 | S | Silent..... |
| 4 | T | ‘Money’ is countable or uncountable? We learnt about that last week. |
| 5 | S | Oh iya ya Bu! Countable. Berrati ‘I have much money in my pocket’. |
| 6 | T | Ok good! |

Source: (Yusnidar, 2018)

Based on the example 2, the student said ‘I have many money in my pocket’ (line 1). In line 2, the teacher pointed the mistake and criticized by saying the word ‘many’ was used for countable noun. However, the student kept silent (line 3). The teacher tried to discussed it by asking whether money was countable or uncountable (line 4). In line 5, the student gave the response that the money was uncountable and repaired the error by saying ‘I have much money in my pocket’. The teacher knew that the student had understood and said ‘Ok, good’ (line 6).

Example 3:

- | | | |
|---|---|---|
| 1 | S | There is not a little chair in my room |
| 2 | T | (Writing the sentence on the board) It isn’t negative but positive. |
| 3 | S | There is a little chair in my room |
| 4 | T | Still, there is a problem |
| 5 | S | There are a lot of chairs in my room |

Source: (Coskun, 2010)

Based on the example 3, the student was asked to translate the sentence and she said ‘there is not a little chair in my room’ (line 1). In line 2, the teacher pointed the mistake by

writing the sentence on the board and explaining that the form of sentence must be in the form of 'positive' not 'negative'. Then, the student repaired it by omitting the word 'not' so that the sentence became in the form of positive (line 3). In line 4, the teacher said that there was problem because the student had not change the sentence correctly. Then the student realized that and said 'there are a lot of chairs in my room' (line 5).

2.3.7 Frequently interrupt to correct error

In this last strategy, the lecturers do the repair by interrupting student's statement frequently. This strategy is used when the student produce many errors and it is important to interrupt to correct the error when student speaks.

Example 1:

- 1 S Teacher, did you **saw** Ana?
2 T **Did I see Ana?** No, what about you? **Did you see Ana?**

Source:(Arias, 2004)

Based on the example 1, the student asked whether she saw Ana or not (line 1). However, there was grammatical error for the word 'saw' into 'see'. The teacher interrupted and corrected the structure (line 2).

Example 2:

- 168 T Ok thank you Cliff now. Frans ayo Frans
169 S Hmm to grow up strong and stay healthy, we need exercise we need to
170 exercise regularly and there are many ways to do exercise **hmm the first is**
171 **the first**
172 T **The first is aerobic and then the examples of aerobic**
173 S Aerobic it makes our heart work harder the examples are walking,
174 skipping, and climbing the stairs and then the second is strength training **hmm**
175 **the example like**
176 T **The activities that you can do in gymnasium**
177 S Lifting weights and then we can do exercise with our friends like football,
178 volleyball, and basketball. Thank you

Source: (Yauwangsa & Wijaya, 2011)

Based on the example 2, the teacher said thanks for the student since he had gave his opinion and the teacher asked one of the student to give his opinion toward the topic that had been discussed in the classroom (line 168). In line 169-171, the student gave his opinion however, he could not continue it and needed time to say what he thought. Then, the teacher interrupted him by saying ‘the first is aerobic and then the examples of aerobic’ (line 172). In line 173-175, the student continued his opinion with the keyword that the teacher said before however, the student could not continued it and while he though he said ‘hmm’. Since the teacher could not wait for him to think, the teacher interrupted again by saying ‘the activities that you can do in gymnasium’ (line 176). The student continued his talk and said thank you to finish his talk (line 177-178).

Example 3:

- 12 S Yes, I have to... to find the answer **on... on the book** also? (grammatical error)
 13 T **In the book**, yes. Both... in the book.
 14 S **In the book.**
 15 T Okay, it’s good. You wanna tell us one?
 16 S Eh... /kai/ **convention**? (phonological error)
 17 T What **kind of convention**.
 18 S **Kind convention**... eh... some people...

Source: (Panova & Lyster, 2002)

Based on the example 3, the student wanted to answer the question and asked the teacher to make sure whether the answer was in the book or not however she used the wrong preposition (line 12). Then the teacher repaired it by correcting the wrong part into ‘in the book’ and gave the response that she could find it in the book (line 13). In line 14, the student only repeated the part that had been repaired by the teacher. The teacher said it was good that she knew the error and asked the answer to the student (line 15). In line 16, the student asked the question first however there was a phonological error. In line 17, the teacher repaired it the error and it was indicated that the teacher had frequently interrupted the student so that the teacher could repair the

mistakes. The student tried to correct the error by repeating teacher's correction and continued her answer (line 18).