ABSTRACT
Repair Strategies Used By Lecturers in English Literature Lectures

Ayu Sumarni Suryaningsih
17111042

Interaction becomes significant roles in literature lectures in English since through interaction students can develop both their linguistic and literary content knowledge. During interaction between lecturers and students, most of students produced linguistic errors and gave irrelevant responses. Therefore, it is important for lecturers to repair the errors and responses. The aim of this thesis was to investigate repair strategies used by English literature lecturers and how they were manifested.

Long's theoretical framework of Interaction Hypothesis (1983) and Rido's conceptual framework of Repair Strategies (2018) were used. Qualitative method was applied while the data were collected through library research of three English literature lectures such as prose, drama and literary criticism. The data were analyzed using 4 steps such as building database, open-coding, focused-coding, and presenting the findings.

The result of data analysis revealed that the lecturers repaired both linguistic aspects (grammatical and pronounciation) and literary content of the students while they were having presentations and giving oral responses. Therefore, the lecturers used four types of repair strategies such as indicating an error has been made and correcting it, asking students to make self-repairs, indicating an error has been made and getting other students to correct it, and repeating students' responses with changes. In conclusion, those of repair strategies had functions to show the lecturers became the role model and reliable sources of knowledge, to give good examples, to make the students think more critically, and to give the students the opportunity to share ideas. This study is implicated for future studies within university lectures, especially in English as a foreign language setting.

Keywords: English literature, lectures, repair strategies