

# CHAPTER I

## INTRODUCTION

This chapter presents an overview of the present study. It is divided into background of the study, research questions, purposes of the study, scope of the study, significance of the study, research method, clarification of terms, and organization of the study

### 1.1 Background of the study

Conversation is a basic activity that every human needs to support their lives and to maintain social relations between people. Nowadays, with the advance of technology and the existence of the Internet network, people can communicate not only through face-to-face interaction, but also via online chat platform. It is possible for such interlocutors to have a conversation with the support of IT, while still maintains the basic characteristic of conversation for instance turn-taking, feedback, interruption, and repair (Condon & Cech, 1996 as cited in Zaferanieh 2004).

Generally in a conversation, its participants interact and exchange information to convey their intention, whether in spoken or written language. In making a conversation, it is possible for speakers to make a mistake in delivering their message. Furthermore, misunderstanding can also happen between the participants of conversation. Hence, the speaker or the hearer will have to restate or rectify the error to make the information understandable. This phenomenon is known as repair.

The term 'repair' is defined as a tool used in conversation to correct an error made by the speaker, and to check whether the participant of conversation understand the intention of the conversation or not (Schegloff, Sacks & Jefferson, 1977). It is used when participants feel the need to adjust something in interlocutors' statement in order to maintain the conversation. According to Schegloff et al. (1977), there are four types of repair strategies, specifically self-initiated self-repair, self-initiated other-repair, other-initiated other-repair, and other-initiated other-repair. Sometimes, the speakers do not realize that they have

made a mistake. As a result, the recipient should give a signal to inform as well to initiate the repair of the previous statement. There are some techniques that can be used to initiate repair (Finegan, 2008), for instance asking questions and repeat the trouble source.

The troubles that appear in conversation can disrupt the flow of conversation. Therefore, it is important for interlocutors to master the strategies and techniques of repair to maintain the conversation. The ability to keep the conversation in a good term is not only needed in spoken interaction, but also in written interaction, such as in text-based communication.

Text-based communication is referred to as computer-mediated communication such as online based instant messaging (IM) or 'chatting' and email (Perry, 2010). These forms of interaction are considered to be ordinary conversation because there is an exchange of thought and word while not necessarily in talk (Zaferanieh, 2004). Condon and Cech (1996) as cited in Zaferanieh (2004) also assert that in that kind of interaction, the crucial features in conversation analysis such as turn-taking and repair can be found too. Regardless the similar basic characteristic of online chat with mundane conversation, it still has some differences. Hence, by using theory of repair strategies from Schemgloff et al. (1977) and technique of repair initiation from Finegan (2008), this study was conducted to investigate the repair in written conversation. In addition, this study also investigated the possible purpose of particular types of repair strategies.

There are some studies that have been conducted to analyse repair in conversation, whether in spoken or written conversation. For example, Seong (2006) and Tang (2011) who examined the classroom interaction. Seong (2006) investigated how teachers with English as second language initiate repair in classroom. Meanwhile, Tang (2011) conducted a study of self-repair device in classroom monologue. Both of the studies revealed that different mechanisms are used to repair different problems.

Repair theory is also applied in other fields of conversation. The previous studies have focused on repair strategies used by students with autism (e.g., Ohtake, Yanagihara, Nakaya, Takahashi, Sato & Tanaka, 2005; Ohtake, Wehmeyer, Nakaya, Takahashi, & Yanagihara, 2011), repair in radio hosting

(e.g., Wongkhat, 2012), and repair in talk shows (e.g., Rheisa, 2014; Rahayu, 2014). Furthermore, it is used to investigate repair behaviour by nonverbal student with developmental disabilities (e.g., Dincer & Erbas, 2010), and study of repair to language learners (e.g., Sato, 2012; Al-Harashah, 2015)

In addition to those studies, there are some studies that are conducted to analyse repair in written conversation, for instances Schonfeldt and Golato (2003) who investigate repair in German Web chat program and focus on the position from which repair can be initiated, and Zaferanieh (2004) who examines how to manage repair in 34 pairs of dialogue in Yahoo chat room. Meredith and Stokoe (2014) also investigate repair in written conversation with Facebook chat application a media. This study focuses on visible self-initiated self-repair and self-initiated self-repair in message construction.

Even though the analysis of repair is quite common, but most of the previous studies in repair strategies focus on spoken interaction; meanwhile studies of repair strategies in written interaction field have rarely been conducted. Different from those studies which analyse specific features of repair such as the position of repair and self-initiation and self-repair in visible and message construction with anonymous participants, the present study investigates all types of repair strategies in WhatsApp platform with group of friends as participants.

Additionally, the study of repair in written conversation has not extensively been conducted in Indonesia. Therefore, this current study is conducted to fill the gaps. The presents study aims to analyse the types of repair strategies and repair techniques used by the participants of conversation in online chat in order to maintain the flow of the conversation. It also examines the possible purposes that affect the use of each type of repair.

The data were taken from *Calterone 33* which consists of 32 members. The group was chosen to explore how the members of group conversation deal with the mistakes during conversation. In this study, 38 pairs of dialogue were selected to be analysed based on the types of repair strategies and techniques of repair initiation.

## **1.2 Research Questions**

Based on the problem stated in the background, this study aims to analyse the types of repair strategies and techniques to initiate repair that are used by the participants in making a conversation in online chat. This study also investigates the purposes of each type by considering the technique and the topic of conversation. It is expected to obtain a better understanding on how the mistake during the written conversation can be solved by using some strategies of repair proposed by Schegloff et al. (1977) and Finegan (2008).

Therefore, the study tries to answer the following questions:

1. What types of repair strategies are used in group's chat rooms?
2. What techniques are used by the participants to initiate repair?
3. What are the possible purposes of particular types of repair strategies?

## **1.3 Purpose of the study**

Based on the research questions mentioned above, there are three aims of the study that the writer tries to cover as follows:

1. To investigate the types of repair strategies which are used in group's chat rooms.
2. To identify the techniques used by the participants to initiate repair.
3. To discover the possible purposes of particular types of repair strategies used by the participants.

## **1.4 Scope of the Study**

This study is limited on investigating the types of repair strategies used by the participants of a group conversation in chat platform called WhatsApp, namely *Calterone 33*. Furthermore, this study also aims to analyse the techniques used by the group member to initiate repair, and the possible purposes of particular type of repair strategies.

## **1.5 Significance of the Study**

There have been some studies which analyse repair strategies in any kind of conversational interaction, such as TV talk shows, radio hosting, and classroom activities. Nevertheless, this study explores a repair in different fields of conversation, which is online chat. Because there are not many examples of repair

analysis in written conversation case, the researcher expects that this study can make a contribution and provide further insights into how CA is used to analyse repair on it. In addition, this study expects to complement the previous studies that have not extensively been investigated types of repair strategies and technique of repair initiation in written conversation.

## **1.6 Clarification of Terms**

### **1. Online chat**

Online chat as a part of synchronous communication is a real time communication in which the participants join an on-going conversation, where they can send and receive message in time as a face-to-face conversation (Crystal, 2004)

### **2. Conversation analysis**

Conversation analysis is an approach to analyse the way people manage the use of language in everyday interaction (Paltridge, 2006).

### **3. Repair**

Repair is a tool used in conversation to correct an error made by the speaker or someone else, and to check whether the participants of conversation understand or not (Schegloff et al., 1977).

### **4. Repair strategies**

According to Schegloff et al. (1977), there are four types of repair strategies as explained below:

- a. Self-initiated and self-repair: it happens when the initiation and the repair is done by the speaker itself whether in the same or next turn.
- b. Other-initiated and self-repair: it happens when the initiation of doing repair is done by the hearer, while the repair is done by the speaker.
- c. Self-initiated and other-repair: it happens when the speaker of the trouble source initiates the repair, and the other speaker completes the repair
- d. Other-initiated and other-repair: it happens when the initiation of doing repair and the repair are done by the second speaker or the hearer.

## **1.7 Organization of the Paper**

This study is organized into five chapters in which each chapter has different information. Chapter I is the introduction which consists of background of the study, research questions, purposes of the study, and the scope of the study. In addition, this chapter also provides the significance of the study, clarification of terms, and the information about the organization of the paper. Chapter II offers information of theoretical foundation, such as the theory of repair strategies, online chat, and the previous studies. Chapter III describes the information about the methodology that is used in the study. It contains research design, participants, and data collection. Furthermore, it explains how the data would be analysed and be presented in the paper. Chapter IV reveals the findings of the study and its discussion. Finally, Chapter V presents the conclusion of the study drawn from the findings and provides some suggestions for the further research in repair area.