

**CONVERSATION ANALYSIS OF REPAIR UTTERED BY
PARTICIPANT IN THE INTERVIEW VIDEO BETWEEN**

EMMA WATSON AND MALALA YOUSAFZAI

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirements the



Bachelor Degree in English Literature

By:

Galang Rizki Ramadhan

17101050065

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

ENGLISH DEPARTMENT
FACULTY OF ADAB AND CULTURAL SCIENCES
STATE ISLAMIC UNIVERSITY OF SUNAN KALIJAGA

YOGYAKARTA

2022



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUNAN KALIJAGA
FAKULTAS ADAB DAN ILMU BUDAYA

Jl. Marsda Adisucipto Yogyakarta 55281 Telp/Fax. (0274) 513949

Web: <http://adab.uin-suka.ac.id> Email: adab@uin-suka.ac.id

NOTA DINAS

Hal: Skripsi

a.n. Galang Rizki Ramadhan

Yth.

Dekan Fakultas Adab dan
Ilmu Budaya

UIN Sunan Kalijaga
Di Yogyakarta

Assalamu'alaikum Wr. Wb

Setelah memeriksa, meneliti, dan memberikan arahan untuk perbaikan atas skripsi saudara:

Nama : Galang Rizki Ramadhan
NIM : 17101050065
Prodi : Sastra Inggris
Fakultas : Adab dan Ilmu Budaya
Judul : Conversation Analysis Of Repair Uttered By Participant
In The Interview Video Between Emma Watson And
Malala Yousafzai

kami menyatakan bahwa skripsi tersebut sudah dapat diajukan pada sidang Munaqosyah untuk memenuhi salah satu syarat memperoleh gelar Sarjana Sastra Inggris. Atas perhatiannya, kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Yogyakarta, 16 Juni 2022

Pembimbing

Drs. Jarot Wahyudi, S.H., M.A.
NIP: 196609191994031003



PENGESAHAN TUGAS AKHIR

Nomor : B-1231/Un.02/DA/PP.00.9/07/2022

Tugas Akhir dengan judul : Conversation Analysis of Repair Uttered by Participant in the Interview Video Between Emma Watson and Malala Yousafzai

yang dipersiapkan dan disusun oleh:

Nama : GALANG RIZKI RAMADHAN
Nomor Induk Mahasiswa : 17101050065
Telah diujikan pada : Jumat, 08 Juli 2022
Nilai ujian Tugas Akhir : A-

dinyatakan telah diterima oleh Fakultas Adab dan Ilmu Budaya UIN Sunan Kalijaga Yogyakarta

TIM UJIAN TUGAS AKHIR



Valid ID: 62ddeabe935a7

Ketua Sidang

Dr. H. Jarot Wahyudi, S.H. M.A.
SIGNED



Valid ID: 62db772adc809

Penguji I

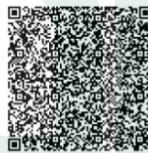
Dwi Margo Yuwono, M.Hum.
SIGNED



Valid ID: 62dd339735ee1

Penguji II

Dr. Arif Budiman, S.S., M.A.
SIGNED



Valid ID: 62de0976237df

Yogyakarta, 08 Juli 2022

UIN Sunan Kalijaga
Dekan Fakultas Adab dan Ilmu Budaya

Dr. Muhammad Wildan, M.A.
SIGNED

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

A FINAL PROJECT STATEMENT

I certify that this graduate paper is definitely my own work. I am completely responsible for the content of this graduating paper. Other researcher's opinion or finding included in this research is quoted or cited in accordance with ethical standards.

Yogyakarta, 07/25/2022

The signature.

A handwritten signature in black ink is written over a yellow rectangular stamp. The stamp contains the text "METRAN" in large red letters, "E17A-X950527653" in smaller black letters, and "KEMENTERIAN RISET, TEKNOLOGI, DAN INFORMATIKA" in small black letters at the top. There is also a small red emblem on the stamp.

Galang Rizki Ramadhan
NIM: 17101050065

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

MOTTO

The difference between school and life? At school, you are given a lesson and then a test. In life, you are given a test that teaches you a lesson

Mew Suppasit Jongcheveevat

It's not about better time management. It's about better life management

Alexandra of The Productivity Zone



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

DEDICATION

To my beloved Mother and Father As a sign of infinite devotion, respect, and gratitude, I dedicate this small work to my Mother and Father who have given unconditional love, support, and love that I cannot possibly repay with just a piece of paper. inscribed with the word love in the word offering. Hopefully this will be the first step making My Mother and Father happy because I realize that so far I haven't been able to do more.



ACKNOWLEDGMENT

Assalamualaikum, wr.wb

The Mighty who keeps me grounded, The Mighty who puts me in this place, the Mighty whose abilities cannot be defeated, The Mighty who bears no resemblance, my endless gratitudes to Allah SWT. Finally, I could complete this graduating paper under the title “Discourse on prophet Lot’s Story as seen in The *Genesis* and *Al-Hijr*”. I am aware that this paper would not complete without any help and support from many important individuals. I would like to deliver my deepest gratitudes and appreciation to :

1. The researcher presents his sincere appreciation goes to Dr.Muhammad Wildan M.A as the dean of faculty adab and cultural sciences sunan kalijaga islamic state university.
2. Uliyati Retno Sari S.S., M.Hum. as the Head of English Department and my Academic Advisor as well. Thankyou for all the support and the guidance throughout the years, we all can feel the love embrace that you are providing.
3. Dr.H Jarot Wahyudi S.H, M.A. as my Research Advisor, thankyou for the guidance and for allowing me to complete this reasearch. Thankyou for being the coolest woman and role model, without you my graduating paper will be just a bunch of papers to graduate.
4. All of the real heroes in English Department, Dr. Ubaidillah, S.S., M.Hum, Arif Budiman, S.S., M.A., Dr. Danial Hidayatullah, S.S., M.Hum, Fuad Arif Fudiyartanto, S.Pd., M.Hum, M.Ed, Phd, Febriyanti Dwiratna Lestari, S.S., M.A., Aninda Ajisiwi, S.Pd., M.Pd, Dr. Ening Herniti., S.S., M.A, Harsiwi Fajarsari., S.S., M.Hum, Bambang Hariyanto., S.S., M.Hum, Dwi Margo Yuwono, M.Hum, Nisa Syuhda., S.S., M.Hum, Rosiana Rizky Wijayanti, S.S., M.Hum, and others. I highly appreciate your love, faithfulness and devotion for our department. Long life our saviors.
5. My family. My father, mother and brother who provide me with this life along with the endless experiences. Without you guys, I could not reach this point.
6. My bestest friends who make me stay and want to graduate from this major, the reason why I am so happy to be taught in this university. The ones with no

replacements in my life, Ajeng, and Qifa, Fany, Zula, Fachri, Adnan, Urida and Fariz. So blessed to have you guys in my life.

7. The Production team of Machbeth, Nadim, Caca, Melina, Ayis, Tya, Fariz, Zula, Erika, Ambar. Thankyou for through thick and thin together.

8. Not to forget the one who remind me that fate will meet me in the best way, *mis cielo*, Bimantara Khalis Birama Lukito, *eres mis estrellas en esta vía láctea, siempre serás amada y apreciada.*

With the love of the Mighty and the supportive individuals that I mention above, I wish this hardship of mine would be able to help the upcoming researcher in the same field interest.

Wassalamualaikum, wr.wb.

Yogyakarta, 30 June 2022

The Researcher,
Galang Rizki Ramadhan
Student ID Number: 17101050065



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

Conversation Analysis of Repair Uttered By Participants in the Interview

Section with Malala Yousafzai

By : Galang Rizki Ramadhan (17101050065)

ABSTRACT

The current research analyzed a conversation between Malala Yousafzai with Emma Watson in Youtube Channel published by Emma Watson at her youtube channel 'Totally Emma Watson'. The purpose of the study is to determine conversation analysis and identify the type of repair. Researcher interested in this topic due to the unique character of the conversation. It is understood that every conversation has a default to be repaired. The Researcher chose the conversation between Emma and Malala because they are famous figures in defending gender equality among the people as well as Nobel Laureate in World Peace. The steps that the researcher has done to collect the data are downloading the video and subtitle, matching the subtitle with what the characters say, transcribing the subtitle, identifying and categorizing the mechanism of repair that is uttered by the participant in the interview video between Emma Watson and Malala Yousafzai.. It is found that Two things are revealed by the research. The twenty repairs uttered by the participants in the Emma Watson and Malala Yousafzai interview video fall into four categories: self-initiated self-repair, self-initiated other-repair, other-initiated self-repair, and other-initiated other-repair. Self-initiated self-repair is employed 12 times on average. This result seems plausible given that the majority of participants on Interview recognize their own error and tend to correct it themselves. Other-initiated self-repair appears 4 times and is therefore ranked second. This type results from the interlocutor's mishearing, non-hearing, or misunderstanding. Other-initiated other-repair (four times) and the researcher doesn't find self-initiated other-repair are utilized infrequently and are therefore ranked lowest. Second, there are ten repair completion application patterns. 13 instances of reorganization are the most frequent pattern in the talk show. Due to the lengthy nature of the talk show participants' speeches, the information they deliver is sometimes not properly organized. Reorganization is most effective because it allows the speaker to modify the sequence of his messages. Other methods for completing repairs are frequently employed as well. They are reorganization (3 occurrences), replacement (3 occurrences), elaboration (2 occurrences), and exemplification (2 times). Specification and completion appear six times combined. Modification and specification occur twice times each. The lowest-ranked term is correction, which is only appear once.

Keywords: conversation analysis, repair, interview



Conversation Analysis of Repair Uttered By Participants in the Interview Section with Malala Yousafzai

By : Galang Rizki Ramadhan (17101050065)

ABSTRAK

Penelitian ini menganalisis percakapan antara Malala Yousafzai dengan Emma Watson di video wawancara yang di unggah oleh Emma Watson di saluran youtube-nya ‘ Totally Emma Watson ’ Tujuan penelitian ini adalah untuk menentukan analisis percakapan dan mengidentifikasi jenis perbaikan. Peneliti tertarik pada topik ini karena karakter percakapan yang unik. Dipahami bahwa setiap percakapan memiliki default untuk diperbaiki. Peneliti memilih percakapan antara Emma dan Malala karena mereka adalah tokoh terkenal dalam membela kesetaraan gender di antara orang-orang serta Peraih Nobel dalam Perdamaian Dunia. Langkah-langkah yang telah dilakukan peneliti untuk mengumpulkan data adalah mengunduh video dan subtitle, mencocokkan subtitle dengan apa yang dikatakan karakter, menyalin subtitle, mengidentifikasi dan mengkategorikan mekanisme perbaikan yang diucapkan oleh peserta dalam video wawancara antara Emma Watson dan Malala Yousafzai.. Ditemukan bahwa Dua hal diungkapkan oleh penelitian. Dua puluh perbaikan yang diucapkan oleh para peserta dalam video wawancara Emma Watson dan Malala Yousafzai terbagi dalam empat kategori: perbaikan diri yang diprakarsai sendiri, perbaikan diri yang diprakarsai sendiri, perbaikan diri yang diprakarsai lainnya, perbaikan diri yang diprakarsai lainnya, dan perbaikan lain yang diprakarsai lainnya. Perbaikan diri yang diprakarsai sendiri digunakan rata-rata 12 kali. Hasil ini tampaknya masuk akal mengingat bahwa mayoritas peserta Wawancara mengenali kesalahan mereka sendiri dan cenderung memperbaikinya sendiri. Perbaikan diri yang diprakarsai lainnya muncul 4 kali dan karenanya berada di peringkat kedua. Jenis ini dihasilkan dari kesalahan pendengaran lawan bicara, tidak mendengar, atau kesalahpahaman. Perbaikan lain yang diprakarsai lainnya (empat kali) dan peneliti tidak menemukan perbaikan lain yang diprakarsai sendiri jarang digunakan dan karenanya peringkatnya paling rendah. Kedua, ada sepuluh pola aplikasi penyelesaian perbaikan. 3 contoh reorganisasi adalah pola yang paling sering di video wawancara tersebut. Karena sifat panjang dari ujaran peserta wawancara, informasi yang mereka berikan terkadang tidak terorganisir dengan baik. Reorganisasi paling efektif karena memungkinkan pembicara untuk memodifikasi urutan pesannya. Metode lain untuk menyelesaikan perbaikan sering digunakan juga. Mereka adalah reorganisasi (3 kejadian), penggantian (3 kejadian), elaborasi (2 kejadian), dan contoh (2 kali). Spesifikasi dan penyelesaian muncul enam kali digabungkan. Modifikasi dan spesifikasi terjadi dua kali masing-masing. Peringkat terendah adalah koreksi, yang hanya muncul sekali.

Kata Kunci: analisis percakapan, perbaikan, wawancara

TABLE OF CONTENT

.....	ii
NOTA DINAS.....	ii
MOTTO.....	ii
DEDICATION.....	iv
ACKNOWLEDGMENT.....	v
ABSTRACT.....	vii
ABSTRAK.....	ix
TABLE OF CONTENT.....	x
CHAPTER I INTRODUCTION.....	1
1.1 Background of Study.....	1
1.2 Research Question.....	5
1.3 Objective of Study.....	5
1.4 Significance of Study.....	5
1.3 Literature Review.....	6
1.6 Theoretical Approach.....	9
1.7 Method of Study.....	10
1.7.1 Type of Research.....	10
1.7.2 Data Sources.....	11
1.7. 3 Data Collection Technique.....	12
1.7.4 Data Analysis Technique.....	12
CHAPTER II Theoretical Framework.....	Error! Bookmark not defined.
2.1 Theoritical Description.....	Error! Bookmark not defined.
2.1.1 Conversation Analysis.....	Error! Bookmark not defined.
2.1.2 The Scope of Conversation Analysis.....	Error! Bookmark not defined.
CHAPTER III Findings and Discussion.....	Error! Bookmark not defined.
3.1 Research Findings.....	Error! Bookmark not defined.
3.2 Discussion.....	Error! Bookmark not defined.
3.2.1 Types of Repair in the Interview between Emma Watson and Malala Yousafzai.....	Error! Bookmark not defined.

3.2.2 Pattern of Repair in the Interview between Emma Watson and Malala Yousafzai.....	Error! Bookmark not defined.
CHAPTER IV Conclusion and Suggestion.....	14
4.1 Conclusions.....	14
4.2 Suggestions.....	16
REFERENCES.....	17
APPENDIX.....	Error! Bookmark not defined.
CURRICULUM VITAE.....	Error! Bookmark not defined.





CHAPTER I

INTRODUCTION

1.1 Background of Study

Conversation activities have an important role in human life especially in social life. People do a conversation activity to create an interaction between human beings and maintain social relationships between human beings. Conversations have a purpose not only as a way for humans to get information from each other but also to show how each human exists in their environment.

Basically, it explained the function of identical discourse. This is said to be the case because discourse is a complete linguistics note of communicational events. Communication can be delivered orally or written, such as language discourse can be delivered transactional and interactional.

It is transactional if the focus is on the communication's content, while it is interactional if there is reciprocal interaction. Interactional discourse can take the form of dialogue, argument, question and answer, etc. It is transactional if the relevant information is contained within the communication, whereas it is interactional if there are reciprocal interactions. Instructions, advertisements, letters, stories, essays, and papers are all examples of transactional discourse.

Conversation analysis is a study of talk as a media for people to take action. Every action and reaction as an outcome from conversation between two people are analyzed in this study. The scope of conversation analysis is huge, i.e.,

Turn-taking, adjacency pairs, preference organization, sequence organization, and repair.

An example from fields under conversation analysis scope is turn - taking, this is a system where in conversation the participant takes their turn to talk regularly. In the discussions about turn-taking, the researcher will give detailed information about how the conversation is regarded as a successful conversation. Other fields that under the conversation analysis are adjacency pairs. According to Yule's statement (1996:77), the adjacency pair in conversation invokes automatic order, for example greeting and goodbye. Inside the conversations structure have several types of adjacency patterns that help the conversation participant to interact. The researcher believes that the understanding of the patterns is considered an important point.

The major interest in this research is a study under scope of analysis conversation that is called repair. Repair itself is a phenomenon that is interesting to discuss and compare it with other studies under the conversational analysis. Repair itself is closely related to other studies under the scope of conversation analysis such as turn - taking, adjacency pairs, and preference. In accordance with that fact, the researcher is interested to do research under the study of repair. Repair is a name given to the conversational period in daily conversations. Whereas an error has occurred in the conversation is recorded and then has to be solved. This is an interesting subject to discuss because the error often occurs in daily conversation. Chaika (1982: 86) says that when someone uses the wrong style of conversation on three occasions, the interlocutor – a person who is

talking- will fix the error. Moreover, Schegloff Jefferson and Sacks (1997) collect a sample from people who fix their own errors in conversation. The conclusion is in every conversation both speakers and interlocutors can be a conscious person and correct mistakes that occur in conversation. Every conversationalist will definitely repair what they uttered in daily conversation unconsciously. In every conversation, there are rules that go unnoticed. Most people follow the rules unconsciously. If the rule is ignored, the conversation that is taking place will immediately and or stop instantly. Based on a few research that has been done by experts, there are several phenomena happening in conversation where the participants ignore the rules. This phenomenon can be a subject that can be used by linguists to be observed and studied for decades. Studies about this phenomenon called conversation analysis that this research will inspect and discuss one of the phenomena of this conversation analysis called repair.

Levinson (1983: 341) suggests the phenomena under the notion of repair. They are word recovery problems, self-editing where no discernible (able to be seen) error occurs, and correction problems. Mey (1994: 226) adds statements that repair is a device that can be applied to self-correcting, get time to think, and prevent others from jumping to conversation in the next TRP. Furthermore, he explained that the order of repair started for several reasons including asking for information, and apology. For the example repair that initiated by demand strength of apology can be seen in:

A : So, I was trying to **pick up this chick** when...

B : *Excuse me, did I hear that right?*

A : **Awfully sorry, I mean, woman...**

B : *Pick up?*

A : **Awfully sorry, I mean, meet...**

(Mey, 1994:227) To observe it closely, there is no error seen in the first speech in conversation. However, the diction that was used in the speech was considered rude or disrespectful by the interlocutor. For these reasons, the interlocutor started to repair it by questioning the word used by the first speaker.

One of discourse that deserve to studied in this research is an interactional discourse, it was an interview section between Emma Watson and Malala Yousafzai that has been uploaded to Emma Watson's youtube channel "Totally Emma Watson" in 15th November 2015. This interview was made to congratulate Malala Yousafzai in her success in receiving Nobel Prize. The interview was about how Malala Yousafzai felt about getting the Nobel Prize and how she could become what she is today as a female activist.

1.2 Research Question

The formulation of the problem in this study is as follows.

1. What are the types of repair employed by the participants in conversation between Emma Watson and Malala Yousafzai?
2. What are the patterns of repair completion uttered by the participants in conversation between Emma Watson and Malala Yousafzai?

1.3 Objective of Study

In line with the formulation of the problems, the objectives of this research are:

1. To investigate and explain the types of repair employed by the participants in interview between Emma Watson and Malala Yousafzai
2. To investigate and explain the patterns of repair completion uttered by Emma Watson and Malala Yousafzai in the interview.

1.4 Significance of Study

After reading this research, the reader will gain an understanding related to the improvement phenomenon. Not only definitions, But they will also be served with practice instances displayed in the discussion. In addition, they can see the repair has a type and pattern. Hopefully, the readers of this study can be more aware of the improvement phenomena they often encounter in daily conversations; so that they have new experience in language studies, especially conversation improvements.

Research will be expected to provide additional knowledge conversations analysis especially on improvement studies to English Department students especially those majoring in linguistics. In addition, research can reference other

researchers interested in similar topics. Hopefully, they can find findings related to conversation repair analysis.

1.3 Literature Review

There are some thesis and journals that are related to this research that has written before. The first research is a study of the structure of conversation with the object of conversation that occurs in the Oprah Winfrey talk show. The research conducted by Nadya Sivanya Rheisa (2014) with the title A Conversation Analysis of Repair in The Oprah Winfrey Show: A Special Episode with Michael Jackson. This study concludes that in Oprah Winfrey's talk show there are differences in the number of speech turn distributions caused by familiarity factors. Adjacent pairs that found in this study numbered eleven pairs and overall were dominated by question-answer pairs. In the Oprah Winfrey talk show there is a conversation with an incomplete structure. The topic that dominated in the study was song requests.

The second research is *Repair in Chinese Conversation* by Wei Zhang, 1998 in conducting the research. Zhang adopted the theories of Schegloff, Jefferson, and Sacks from their 1977 work. However, instead of employing English conversation as her data, she focused on non-English conversation, i.e. Mandarin Chinese conversation, in order to obtain fresh data. The objective of the research was to study repair organization in talk-in-interaction conducted in Chinese, with a focus on describing the Chinese speakers' daily interactions that constitute repair.

To conduct this research, Zhang employed a conversation analysis approach. The data used for the research included 13 hours of recording of calls to radio programs, 2.5 hours of face-to-face conversations and a few telephone calls between friends. Findings from this study suggested that the repair organization in Chinese conversation is generally comparable to what Schegloff, Jefferson, and Sacks (1977) have described for the English conversation in terms of the techniques and positions of the repair initiation and the trajectory from repair initiation to repair outcome.

The third research is *Self-Repair Devices in Classroom Monologue Discourse* by Chihsia Tang, 2011. Mandarin Chinese conversation was employed as the data of this research. The researcher developed a theory from Chui (1996) who worked at the same interest, i.e. repair in classroom discourse. The data of the research were collected from classroom lectures and presentations at a university in northern Taiwan from March to April, 2008. The objective of the

research was to identify the aim of each repair initiation and analyze the function of their corresponding repair mechanism.

In order to answer the research question, Tang employed Gricean Maxims of Cooperative Principles as the approach. The repair referendums in the present corpus were first categorized based on the Gricean Maxims of Cooperative Principle. Referendums in the data of the present corpus contained responses that deviated from the maxim of quality, quantity, and manner. After that, the repair mechanism are analyzed. The result of this investigation showed that the repair devices that the speakers adopt to repair their speech were including replacement, correction, restructuring, addition, specification, elaboration, exemplification, rewording, and reordering.

The fourth research is about Turn-taking mechanism in the sign language interaction by Simone Groeber and Evelyne Pochon-Berger (2014) with title Turns and Turn-taking in sign language Interaction: A Study of Turn-Final Hold. In the journal, based on 90 minutes video –Interaction recording Swiss - German Sign Language (DSGS) - in institutional terms. Find that first, Turn-final restraints make the occurrence happen alternately that define the projection of action. Second, the current speaker's expectations regarding the next action and therefore they are well tuned to recognize the capabilities of the next relevant and expected action in the process. In other words, it can be concluded that the journal focused on turn- final hold, meanwhile this research focused on application of turn taking mechanism and the categories of interruptions presented by participants in the last presidential debate.

The fifth research is about turn taking by Jenni Ingram and Victoria Elliott (2014) entitled —Turn Taking and Wait Time in Classroom Interactionl. Seventeen mathematics lessons between 12 and 14 years were analyzed in terms of the structure of turn taking and the length and nature of pauses that occurred during whole class interactions and found that in classroom interactions where different turn taking structures apply, silences have a different influence on student and teacher behavior. It can be concluded that the journal focused on the influence of silences in different structure turn taking apply on student and teacher behavior, meanwhile this research focused on application of turn taking mechanism and the categories of interruptions presented by participants in the last presidential debate. In the other word, the differences between this research and the journal are the theory, corpus, and focus of the research.

The difference in this study with the other research lies in the explanation of speech turn deviations conducted by the speech participants. The referendum in the current corpus data contains responses of maximum quality, quantity, and manner. After that, the mechanism was analyzed. The results of this investigation show that improvements in devices adopted by speakers to improve their speech include replacement, correction, restructuring, addition, specification, elaboration, copying, rewording, and reordering.

1.6 Theoretical Approach

To conduct this study, researchers adopted a descriptive-qualitative approach. Researchers applied conversational analysis theory to analyze improvements in conversations between Emma Watson and Malala Yousafzai. Conversation

analysis is important because it includes knowledge of crucial elements in conversation. Especially those related to the phenomenon of repair. Moreover, conversation analysis leads to the analysis of all kinds of conversation. In fact, repair belongs to the study of conversation analysis. In this research, the researcher focuses on the types of repair. The theory of Schegloff, Jefferson, and Sacks (1997) is adopted to answer the research question. They argue that there are four types of repair namely self-initiated, self-repair, self-initiated other-repair, other-initiated self-repair, and other-initiated other-repair.

Corrective terms relevant to all levels of talk of a turn-taking system to sort organizations and preferences. Improvements, as noted by Liddicoat (2007:171), refers to the processes available to speakers where they can make problems that arise in the conversation. He added that the improvement was a series designed to deal with the difficulties that arise in the talks. According to The repair mechanisms of Schegloff, Jefferson, and Sacks (1977: 723) were designed to handle errors and turn-taking violations.

1.7 Method of Study

1.7.1 Type of Research

The research employed a descriptive-qualitative method in which descriptive data were produced. The researcher uses descriptive qualitative in this research. The researcher decided to use the descriptive qualitative because the data of this research is *Emma Watson and Malala Yousafzai* utterances. Both Malala Yousafzai and Emma Watson have a conversation in the video with title 'Emma Watson interviews Malala Yousafzai Nobel Peace Prize' which is the researcher

wants to know and understand the type of repair and the pattern of repair through their utterances. According to John W. Creswell (2014) , *Qualitative Research* is an approach to exploring and understanding the meaning individuals or groups describe social or human problems. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2014 : 32).

1.7.2 Data Sources

This research consists of primary and secondary data. First, the primary data is a video from Emma Watson's Youtube channel 'Totally Emma Watson' with the title Emma Watson interviews Malala Yousafzai Nobel Peace Prize. According to JJ Hox and HR Boijie (2005) journal, primary data is the original data collected for a specific research goal. For this research, the video of 'Emma Watson interviewing Malala Yousafzai Nobel Peace Prize' is the original data that will be analyzed by the researcher by watching and observing the video to find the mechanism of repair uttered by the participant in the video.

Then, the secondary data is Emma Watson and Malala Yousafzai's utterances in the video 'Emma Watson interviews Malala Yousafzai Nobel Peace Prize' script that is downloaded by the researcher from <https://downsub.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DKtjaB1SnA7Y%26t%3D623s>. The video transcript is secondary data because it is collected by the transcript process from the primary data itself. This

script was used by the researcher to find the mechanism of repair uttered by participants in the interview video between Emma Watson and Malala Yousafzai.

1.7.3 Data Collection Technique

In collecting the data, the researcher uses the visual analysis technique. Barbour (2014) in the Glaw, et al (2017: 2) journal claim that visual methodologies are used to understand and interpret images, including photography, film, video, painting, and drawing. It is applied by the researcher to collect the data from the interview video between Emma Watson and Malala Yousafzai because the video is the primary data of this research, and also it is because the researcher can analyze the data through the video by visual watching and visual observation. The steps that the researcher has done to collect the data are 1) downloading the video and subtitle, 2) matching the subtitle with what the characters say, 3) transcribing the subtitle, 4) identifying and categorizing the mechanism of repair that is uttered by the participant in the interview video between Emma Watson and Malala Yousafzai.

1.7.4 Data Analysis Technique

In this research, the writer uses the descriptive method. Descriptive methods can be used to describe and explain the phenomenon of research objects. Ari Kunto (in Mulyana, 2005: 83) revealed that in his study, this method explained the data or object naturally, objectively, and factually (as is).

Descriptive methods used to examine discourse in general try to make a classification of research objects. The classification results then analyzed it descriptively. After the data is collected, the next step is to classify the data. Data

is classified or grouped into several sections according to the problem to be studied. In this study it was classified into 4 groups i.e: Self- initiated self-repair, self-initiated other-repair, other-initiated self-repaor, and other-initiated other-repair.



CHAPTER IV

Conclusion and Suggestion

4.1 Conclusions

Regarding the first research objective, which was to identify the types of improvements, the interview section with Malala Yousafzai revealed three types of improvements. It is composed of Self-Initiated Self-Repair, Self-Initiated Other-Repair, and Other-Initiated Other-Repair. Self-Initiated Self-Repair is the type that appears most frequently in Malala and Emma Watson's conversations. It occurred twelve times. This condition appears natural because interviewees frequently recognize their own errors. Self-Initiated Self-Repair is a type of repair that typically occurs without grammatical or syntactical errors that are visible. In most instances, the speaker is solely at fault in their own mind. In addition, other-initiated self-repair is a frequently employed type of repair. Exists four times. This type of improvement typically involves the other person's mishearing, inability to hear, or misunderstandings. Therefore, as the other party, the interlocutor requests clarification from the speaker. Given the frequency with which such issues arise in actual conversation, the relatively high frequency of occurrences of this type seems normal.

In contrast to self-initiated and other-initiated self-repair, which have a high incidence, the other two types of self-repair have a low incidence. Self-initiated other-repair is a type of repair in which the repair is initiated and completed by a different party. It occurred twice. This type occurs when the speaker is at a loss for words and asks his interlocutor for assistance. In fact, Emma and Malala's

interviewees appeared prepared for the conversation and knowledgeable about the topic. In contrast, other-initiated other-repair was not observed in this research. Typically, the other party uses this type of repair to ensure that he or she correctly interprets the speaker's speech. Therefore, it is unlikely that other types of self-initiated repairs will occur.

Concerning the second research question, which was to identify repair patterns conveyed by interview participants between Malala Yousafzai and Emma Watson, seven patterns were identified. Namely reorganization, replacement, elaboration, exemplification, modification, specification, and correction are all examples of edits. In proportion to the number of instances of self-initiated self-repair, reorganization and replacement became the most prevalent pattern in Malala Yousafzai and Emma Watson's interview. Only the self-initiation self-repair type makes use of the reorganization pattern, which is a repair completion pattern. This pattern occurred three times out of twenty repair solutions. The pattern of reorganization is closely related to the type of self-initiated self-repair because, in both cases, the problem creator is the one who corrects errors.

The plausibility of this result is supported by the fact that participants' lengthy responses during interviews are frequently poorly organized. For regular delivery of their speech messages, the reorganization pattern is optimal. While other patterns differ slightly in terms of frequency of occurrence. In general, the goal of each pattern is to make the problematic speech clearer than the preceding one. All patterns are applicable in every circumstance. In fact, this choice of repair refiner

generates the following number of series events, from greatest to least: reorganization (3 data), replacement (3 data), elaboration (2 data), exemplification (2 data), modification (2 data), specification (2 data), and correction (1 data)

4.2 Suggestions

Conversations serve as a good example of how language is used most frequently. As a result, many studies in the field of language study have been devoted to the analysis of conversations. It is expected that students majoring in linguistics will take conversation analysis more seriously, as there is still a large portion of the conversation analysis study that has not yet been analyzed in detail.

According to the findings of this study, the phenomenon of repair occurs frequently in people's daily conversation. A real-life conversation is reflected in the talk show, according to this study. Readers will recognize the repair phenomena in everyday conversation as a result of this study's findings. Furthermore, readers will be able to identify their own types and patterns

REFERENCES

Book Resource

Bungin,B.2007. *Metodologi Penelitian Kualitatif: Aktualisasi Metodologi ke Arah Ragam Varian Kontemporer*. Jakarta: Rajawali Pers.

Bogdan, R. and Biklen, S.K. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Massachusetts: Allyn and Bacon Inc. Chaika, E. 1982. *Language the Social Mirror*. Massachusetts: Newbury House Publisher. Inc.

Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: Sage.

Cutting, J. 2002. *Pragmatics and Discourse*. London: Routledge.

Kitzinger, C. 2013. Repair in Sidnell, J. and Stivers, T. (Eds.).*The Handbook of Conversation Analysis* (229-56). West Sussex: Wiley-Blackwell.

Levinson, S. C. 1983. *Pragmatics*. Cambridge: Cambridge University Press
Liddicoat, A. J. 2007. *An Introduction to Conversation Analysis*. London: Athenaemum Press Ltd.

Maynard, D.W 2013. Everyone and No One to Turn to: Intellectual Roots and Contexts for Conversation Analysis in Sidnell, J. and Stivers, T. (Eds.). *The Handbook of Conversation Analysis* (11-31). West Sussex: Wiley- Blackwell.

Mazeland, H. 2006. Conversation Analysis in Keith B. (Ed). *Encyclopedia of Language and Linguistics, Second Edition* (153-162). Cambridge: Elsevier.

Mey, J.L. 1994. *Pragmatics: An Introduction*. Oxford: Blackwell.

Molder, H. and Potter, J. 2005. *Conversation and Cognition*. Cambridge: Cambridge University Press.

Moleong, L. Y. 2001. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosda Karya.

Timberg, B. 2002. *Television Talk*. Texas: The University of Texas Press.

Vanderstoep, W., & Jhonston, D. 2008. *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*. San Francisco: Jossey- Bass.

Yule, G. 1996. *Pragmatics*. New York: Oxford University Press.

Disertation and Thesis

Tang, C. 2011. "Self-Repair Devices in Classroom Monologue Discourse" *Concentric: Studies in Linguistics*, 4, XXXVII, p. 93-120. National Taiwan Normal University.

Zhang, W. 1998. Repair in Chinese Conversation. *Dissertation*. Hongkong: Applied Linguistics, The University of Hong Kong.

