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Abstract

This study investigated repair presented by characters in *Easy A* movie series using Conversational Analysis approach. The objective of this research was to identify the types and techniques of repair performed by the characters in the movie. This research used qualitative research as the research method. The data were collected by watching the movie and looking the transcript carefully. The primary instrument of this research was the researcher herself, while the secondary instrument was a data sheet. The results of the research were stated as follows. There were four types of repair found in the movie. They were self-initiated self-repair, self-initiated other-repair, other-initiated self-repair, and other-initiated other-repair. In addition, the characters in *Easy A* movie employed four functions in their repair: non-lexical speech perturbation, unspecified repair, interrogative repair, and partial repeat repair.

Keywords: repair, conversational analysis, *Easy A* movie

INTRODUCTION

Repair deals with the sorts of difficulties which emerge in talk (Liddicoat, 2007: 171). In other words, it is an organization of practices of talk which speakers deal with problems in speaking, hearing or understanding talk. In a conversation, when a speaker produces a wrong word then immediately s/he repair it by her/himself or it can be repaired by the listener. Moreover, the listener also can make a mistake and the speaker resolves the mistake or s/he resolves it by her/himself. In addition, people have techniques in which they repair or resolve the problem of talk.

This study attempts to analyze the repair in a movie through analyzing the conversations made by the characters. It is easy to find conversations in a movie because daily life is usually reflected in it.

Furthermore, many phenomena in life can be seen in a movie from the conversations. Moreover, a movie may represent the real condition of the society which becomes the setting of every aspect of life including conversations to share any idea. An example of a good movie that reflects daily life is *Easy A*.

The objectives of this research are to identify the types of repair produced by the characters in *Easy A* movie, and to describe the techniques of repair initiation used by the characters in *Easy A* movie. This study can be useful and bring some benefits to everybody, including the education community, public and society. It also contributes to enrich and enhance knowledge of the researcher of linguistics fields and the readers, especially in the conversation analysis of repair in a movie. Specifically, the research increases

knowledge about types and techniques of repair initiation.

RESEARCH METHOD

This research used qualitative research. According to Hancock et al. (2009: 6), qualitative research focuses on description and interpretation. It means that to show the result of the research, this research uses explanation rather than quantity. This type of research aims to help the researcher understand the society in which people live and why things are the way they are (Hancock et al., 2009: 7). Therefore, by using this type of research to examine this phenomenon, hopefully, the researcher could find the benefit of repair in conversation. In this case, the researcher showed the benefit of using repair to make a conversation clearer and to avoid misunderstanding by identifying the types of repair and describing the techniques of repair initiation that are performed by the characters in *Easy A* movie.

The main instrument of this research was the researcher herself. In addition, the secondary instrument of the research was a data sheet. Data sheet was used to classify the data that made the researcher easy to analyze the data from the movie. The data sheet was in the form of table presenting the two problems of the research that were analyzed. Those problems are types of repair and techniques of repair initiation.

In analyzing the data, several steps which were taken are presented below.

1. The researcher watched the *Easy A* movie to analyze the object of the research while checking the accuracy of the script.
2. The researcher used study and literature review from other experts that were presented in literature review to help analyze the research.
3. The researcher found and took a note regarding the data from the script and the movie.

FINDINGS AND DISCUSSION

All types of repair which proposed by Schegloff, Jefferson, and Sacks in Liddicoat (2007) are found in the review on *Easy A* movie. The types are self-initiated self-repair, self-initiated other-repair, other-initiated self-repair, and other-initiated other-repair. However, the table shows that the frequency of each type is different. In the conversation that is performed by the characters in *Easy A* movie, self-initiated self-repair is the most frequently used type of repair used by the characters. It is followed orderly by other-initiated self-repair, while other-initiated other-repair and self-initiated other-repair have low frequency of usage by the characters.

On the other hand, there are two techniques of six repair initiation proposed by Schegloff et al. in Zahra and Afrooz

(2013) that are not found in *Easy A* movie; they are partial repeat plus a question word repair and understanding check repair. However, four other techniques of repair initiation are found in this investigation; they are non-lexical speech perturbation, unspecified repair, interrogative repair, and partial repeat repair. The technique of repair initiation with the highest frequency used by the characters on *Easy A* movie is non-lexical speech perturbation followed orderly by unspecified repair, and partial repeat repair, while interrogative repair gets the lowest frequency of technique of repair initiation used by the characters in *Easy A* movie. For further explanation, example of each types of repair with its technique will be stated one by one.

First, an example of self-initiated self-repair can be seen as follows.

Olive: **What you heard in the bathroom the other day wasn't true at all...emmm... It's actually is a funny story.**
(Datum 07)

Olive is explaining something to another person named Marianne and she finishes her utterance by correcting her own mistake before Marianne starts to respond. It is categorized as self-initiated self-repair and the way she pauses her utterances by saying 'emmm' is categorized by non-lexical speech perturbation.

Second, an example of self-initiated other-repair is presented below.

Olive :What?
Olive's friend :You said something
Olive :**You said something**
Olive's friend :**You said something, so I came back.**
Olive : You're funny.
(Datum 51)

This conversation starts with Olive who mumbles apologies to Mark Twain. Actually, her friend has already left her but then she hears what Olive said although the statement is not very clear. Olive says "what?" and her friend replies by saying 'you said something' but Olive thinks that her friend really said something so that she says 'you said something.' In this utterance, Olive's friend acts as the trouble source because Olive thinks that her friend said something. In the next turn, Olive's friend repairs Olive's sentence by completing her sentence and saying "you said something, so I came back." These patterns are categorized as self-initiated other repair and the initiator uses partial repeat repair technique of repair initiation by repeating the trouble source.

Third, an example of other-initiated self-repair is presented below.

Mr. Griffith : Anson, **drop me a beat.**
Anson : What?
Mr. Griffith : **Give me a beat.**
(Datum 11)

Mr. Griffith asks Anson to drop him beat but when he asks Anson, Anson is not hearing what Mr. Griffith ordered to him because he does not pay attention to his teacher. Then, Mr. Griffith repeats what he said before. In this case, the speaker repeats what he said before because the interlocutor gives him an initiation by asking "What?" The interlocutor does not hear what the speaker asks for. Therefore, the interlocutor gives initiation to make the speaker repeats what he said. Then, the speaker makes the repair because of the initiation. From this case, the repetition of the original turn is the result of the repair. It is categorized as other-initiated self-repair and the initiator uses unspecified repair because the interlocutor initiates the speaker by asking "what?."

Another example of other-initiated other-repair with interrogative repair initiation is presented below.

Rosemary : I had a horrible reputation and people said awful me.
 Olive : **Why?**
 Rosemary : Because I was a slut.
 (Datum 54)

In this conversation, Rosemary tells that she has a horrible reputation and people said awful to her. Olive who acts as the interlocutor asks 'why' to find reasons why all people said bad to her mother. This initiator has a purpose to initiate the

speaker to explain why the statement in the previous turn happens. The result of the initiation is that the speaker explains to the interlocutor why the statement happens. In this situation, the speaker explains to the interlocutor that she was a slut, so the people said awful to the speaker. It is categorized as other-initiated self-repair and the way the interlocutor initiates the speaker by asking 'why' to get a reason, is categorized into interrogative repair initiation.

Forth, an example of other-initiated self-repair is presented below.

Olive : My apologies to Mark Twain.
 Olive's friend : **Wait, huh?**
 Olive : What?
 Olive's friend : **You said something.**
 (Datum 50)

Olive makes a statement to herself in the first time. She asks for an apology to Mark Twain because she has made his name as a joke. She says it after she meets with her friend whose name is not mentioned in the movie. Olive's friend comes back to Olive because she feels that she hears something from Olive. The interlocutor does not understand what Olive said. Then, the interlocutor produces an initiation by asking with non-lexical speech perturbation "Wait, huh?". However, the speaker asks back to her interlocutor. In the next turn, the

interlocutor makes an explanation that Olive said something. Olive's friend explains to Olive that Olive has said something before but she does not understand. This phenomenon is part of other-initiated self-repair because the interlocutor repairs the trouble, and there is misunderstanding about the speaker.

To sum up, it can be seen that the types and functions of repair are connected. Every type of repair can have all or some functions in it. Some functions of repair may appear in certain types more or less than other functions. Self-initiated self-repair that has the highest frequency in *Easy A* movie and non-lexical speech perturbation is technique of repair initiation that often use to initiate.

CONCLUSIONS AND SUGGESTIONS

Conclusions

First, the first objective of the research is to identify the types of repair in *Easy A* movie. All the four types of repair that consist of self-initiated self-repair, self-initiated other-repair, other-initiated self-repair and other-initiated other-repair occur in *Easy A* movie. The highest frequency of the types of repair is self-initiated self-repair. Self-initiated self-repair occurs 42 times out of 54 data. Self-initiated self-repair becomes the highest frequency of types of repair that occurs in the investigation because most of the

characters in *Easy A* movie always tell a story and they need to take a break before continuing their utterance.

On the other hand, both self-initiated other-repair and other-initiated other repair occur only once in *Easy A* movie. Self-initiated other-repair occurs only once in *Easy A* movie because the interlocutor usually does not pay attention to the speaker. Therefore, the interlocutor cannot provide a repair to the speaker. Meanwhile, other-initiated other-repair also occurs once in *Easy A* movie because the interlocutor usually does not pay attention to the speaker, so the interlocutor has to repeat or explain his utterance to the speaker.

Second, the objective of the research is to describe the techniques of repair initiation in *Easy A* movie. There are six techniques of repair initiation. However, there are only four techniques of repair initiation that occur in *Easy A* movie. They are non-lexical speech perturbation, unspecified repair, interrogative repair, and partial repeat repair. Non-lexical speech perturbation becomes the main technique of repair initiation that is used by the characters because most of the characters often feel confused or need some time to produce their next words or continue their utterance or statement. Then, they produce some

non-lexical speech perturbation, spontaneously.

Other techniques of repair initiation that do not occur in *Easy A* movie are partial repeat plus a question word repair and understanding check repair. Partial repeat plus a question word repair does not occur in *Easy A* movie because the interlocutor usually does not only need some explanation or repetition of the trouble source but also the whole explanation or repetition of the trouble source. Understanding check repair is also a technique of repair initiation that does not occur in *Easy A* movie because the characters in the movie are students and teachers. They are educated people, so the characters must already have prior understanding of each of the topics of conversation. Therefore, there is no need for the speaker or the hearer to seek for understanding.

Suggestions

For the students of Linguistics, it is suggested that the English Department students majoring in Linguistics learn and conduct research on conversation analysis with different points of view and sources of data. It is because conversation still has a lot of other topics than repair. In addition, to other researcher, it is suggested that other researchers conduct research on repair in a more detailed way

since this research focuses only on the types of repair and techniques of repair. Moreover, It is suggested that other researcher must understand about other types and techniques which are more complex.

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