CHAPTER 1

INTRODUCTION

1.1 Background of the study

Language is an important device for human being to communicate with other people. By using language, people can communicate and understand each other. With language also people can communicate with other to express ideas, feeling and emotion. Without language we would not know the world as we know today. The people who have incapability to use language often find the difficulties to communicate with other people. Study the language in society is one of the major challenges (Perry,2005: 4).

Language and communication are two sides of the same coin that could not be separated. It is because language is a tool used in communication so language holds leading role. Francis (1958 ; 3) said that language is an arbitrary system of articulated sounds made use by group of human, as a means of carrying on the affairs of the society. It means that a person who lives in one society must have a capability to use language as well to communicate with the other persons in that society because through language people can show their personality or identity.

Communication is one aspect which is really important in human being's life because there is no human life without communication. Communication deals with the process of giving information to other people or a process of how someone extends an idea to other person. It is where the message is transferred from the speaker to the listener. Communication is the transmission of meaning

from one person to another by the use of signs or syimbols, and a form of stimulus and response, which is basic pattern of human activity (Fluharty & Ross, 2). The communication will not be perfect if ourselves expression cannot be understood or cannot be accepted. To invent a good communication needs cooperation between the speaker and listener. The speaker should have capability to deliver the message to the listener and the receptor is able to receive the message as complete as it is conveyed.

Language understanding is often difficult for people because much that written or said is not understood, sometimes this is due in attentivene or difficulty in hearing but sometimes some causes are more fundamental and it is caused by the topic which is going to be discussed and the use of high quality language and even simple ideas can be hard to understand if they are poorly written or expressed. So, to use language effectively in varied situation, a person must posses not only linguistic competence but communicative competence.

Communicative competence or what is practically called speaking ability is something that someone needs to learn to acquire. The speaking ability means the speaker proficiency or ability to communicate or to choose and use the language appropriately in order the receptor can understand and be able to give response that the message is understood (Olson, 1994). Speaking acts involves at least, a speaker and her/his interlocutor. They exchange the message to reach mutual understanding and negotiate the meaning. To negotiate meaning in order to establish the so- called mutual understanding is required to master language rules. One is said to be able to utter his idea in a better way, if he can organize it into good sentences, which fulfill the rules of language.

Talking about communication, conversation is part of it and has the rules. Conversation is a way to communicate with other. Hornby (1995 : 254) defines conversation as an informal talk especially involving a small group of people or only two. In conversation, two or more people exhange information : the negotation of status and socials roles, as well as decinding on in carrying out joint actions. Conversation are the ideal forms of communication in some respect, since people with different views might converse on a topic to learn from each other. A successful conversation includes mutually understanding between the speakers and hearer or things that both of them know. For this to happen, those engaging in conversation must find the topic in which both of them can connect in the same sense. (Nolasco and Lois, 1987 : 5)

Repair is a common term in a conversation. It refers to how the parties in conversation deal with problems in speaking, hearing, or understanding. Conversation could not be conversation if universal interactional resources for making meaning as turn taking or repair did not exist. Repair is a term for ways in which errors, unintended forms, or misunderstanding or not understanding are corrected by the speaker or other during conversation (Richard et.al.1985: 314). Repair also has been defined as the traces of metalinguistic activities present in oral exchanges that the speaker (s) are trying to solve the problem which might affect the normal flow of communication (Duranti and Griggs,Van lier in Masats and Unamuno).

Conversational repairs are conventionally broken down in the Second Language Acquisition (SLA), While in SLA, repair is largerly limited to correction of error or a clarification of communication made problematic because

of linguistic error. Conversation repair is defined as a mechanism use to deal with trouble in speaking, hearing or understanding (schegloff, jefferson & sacks 1977).

Participants who engage in conversation bring to it different believe and goals. These differences can lead them to make a different assumption about one other's actions, construct different interpretations of discourse objects, produce utterances that are either too spesific or too vague for other to interpret as intended. This may lead to *Non Understanding* or *Misunderstanding*. By Non Understanding the participant fail to find any complete and unique interpretation of an utterance. This could mean finding no interpretation at all for some or all of the utterance. Non understanding occurs whenever the hearer "fails to obtain any interpretation at all or obtain more than one interpretation, with no way to choose among them and misunderstanding means that the participants obtains an interpretation that he/she believes it is complete and correct, but actually not the one that the other speaker intended her to obtain (Hirst et al. 1994.).

The presense of trouble source in Misunderstanding can be indicated first by the speaker (self) or by the hearer (other). Self- Misunderstanding are those that are both and detected by the same participant,and other- Misunderstandig are those that are made by one participant but detected by another.

For example:

    A : So the meeting's on Friday

    B : Thanks

    A : No, I'm asking you.

The example above shows that A intended in line 1 to be a yes – no question. Recognizing B's misunderstanding, A produces a third – turn repair in line 3, telling B what action A had intended in line one (Coulthard and Brazil, 1984). In this example clearly shows that, the participant A as speaker is aware or realizes that his/her interlocutor as a hearer has misunderstood and the initiated repair is done by speaker A as shown.

Based on explanation above, the writer would like to conduct a study on speech of the twelfth grade students of SMA Negeri 3 Kupang as non native speakers of English. This study focuses on Misunderstanding and Non Understanding repair acts performed by the twelfth grade students when they are engaging in conversation. This study was carried out under the title : **A Study on Misunderstanding and Non Understanding Repair in Conversation Between the twelfth Grade Students of SMA Negeri 3 Kupang in the School Year 2013/2014.**

1.2 Statement of the problem

The problems of study are stated in following question:

1. What types of Misunderstanding and Non Understanding repair might occur in the conversation between twelfth grade students of SMA Negeri 3 Kupang?.

2. Who does the repair in conversation between the twelfth grade students of SMA Negeri 3 Kupang?

1.3 Objectives of the Study

Based on the problems stated above the objectives of the study are as follows:

1. To find out types of Misunderstanding and Non-Understanding repair in conversation between the twelfth grade students of SMA Negeri 3 Kupang.

2. To find out who does the repair that occurs in conversation of the twelfth grade students of SMA Negeri 3 Kupang.

1.4 Significance of the Study

There are some significance of the study especially for the poeple mentioned below.

1. **For the Student**

   The result of this study may give motivation for the students to improve their speaking skill and support them use English orally.

2. **For the English teacher**

   The result of this study may give a valuable feedback for the English teacher of the researched school to build up their student's speaking skill.

3. **For the Writer**

   Through this study the writer more deepen her understanding in speaking skills, especially to provide a conversation analysis.

1.5 Scope and Limitation

This study is about Misunderstanding and Non-Understanding repair in the conversation between the twelfth grade students of SMA Negeri 3 Kupang in the school year 2013/2014.

The conversation can be analyzed based on the aspects of repair. The writer will focus on identifying and classifying the types of misunderstanding and non understanding repair in the conversation based on types of conversational analysis and the process of repair (repair intiation) and the participants of conversation that perfom the repair.

1.6 Definition of Terms

This part contains some closely related terms used in this study. The definition of terms used in this study as follows:

1.   Repair

Repair is a term for ways in which errors, unitended forms, or misunderstanding are corrected by others during conversation (Richard et. Al.,1985:314). Repair in this study means the ways students resolve the problems of Misunderstanding and Non-Understanding in the conversation of the twelfth grade students of SMA Negeri 3 Kupang.

2. Conversation

Conversation is the way people are talking with each other, just for the purpose of talking, as a form of 'sociability' or it can be used to indicate an activity of interactive talk, independent of its purpose (Ten Have, 1999:3). Conversation in this study, deals with the activity of the twelfth grade students of

SMA Negeri 3 Kupang in exchanging ideas based on the topic that they are interested in.

3. Misunderstanding

Misunderstanding is an understanding of something that is not correct or inappropriate. Hornby (1963: 628) states that misunderstanding is a failure to understand rightly, especially when this has led or may lead to ill feeling. Misunderstanding in this study deals with the conversation made by the twelfth grade students of SMA Negeri 3 Kupang in exchanging idea based on the topic that they are interested in.

4. Non - understanding

Non understanding is a participant's failure to find any complete and unique interpretation of an utterance (Blum-Kulka and Weizman, 1988). This could mean finding no interpretation at all for some or all of the utterance or finding more than one interpretation and not being able to choose between the alternatives.

In other word, non understanding is an understanding of someone who is taking part in a conversation that is totally not correct or not appropriate as one said.

Non-Understanding in this study refers to the conversation activity made by the twelfth grade students of SMA Negeri 3 Kupang in exchanging idea in order to repair based on the topic that they are interested in.

5. SMA Negeri 3 Kupang.

It is a public senior high school which is located in W.J Lalamentik street, Kupang-NTT.