

**THESIS**

**AN ANALYSIS OF TEACHER INITIATED REPAIR IN THE  
CLASSROOM INTERACTION AT THE SEVENTH GRADE OF  
SMPK SHANTI KARYA KUPANG  
IN THE SCHOOL YEAR 2015/2016**



**YESSI SUSANTI UFI**

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WIDYA MANDIRA CATHOLIC UNIVERSITY  
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**Presented in Partial Fulfillment of the Requirements  
for Sarjana Pendidikan Degree in English Language Education**

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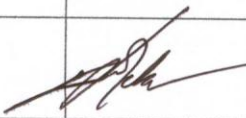
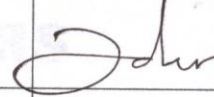
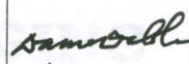
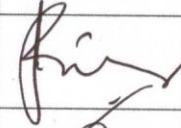
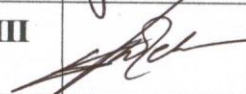
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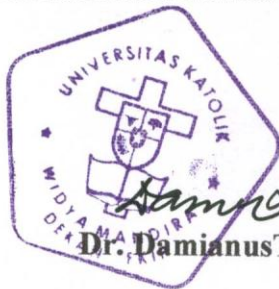
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## **MOTTO**

**THEY WHO SHOW IN TEARS  
SHALL REAP IN JOY AND SINGING  
( MAZ 126:5)**

**Dedication**

**This Thesis is dedicated to:**

- ❖ **My Dearest Parents Benjamin Ufi and Bendelina Ufi-Rae**
- ❖ **My Sisters Maya Ufi, Itha Ufi and Christin Ufi**
- ❖ **My Alma mater Widya Mandira Catholic University Kupang**

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## ABSTRACT

This study is entitled “An Analysis of Teacher Initiated Repair in the Classroom Interaction at the Grade Seventh of SMPK Shanti Karya Kupang in the School Year 2015/2016”. It aims to answer the following questions: (1) What kinds of repair initiation that occur in the conversation spoken by both the teacher and the eleventh grade students of SMPK Shanti Karya? (2) What is the most common kind of repair initiations used by the teacher during doing the conversation with the seventh grade students of SMPK Shanti Karya Kupang? (3) What are the frequencies of kinds of repair initiation that occur in the conversation between the teacher and the seventh grade students of SMPK Shanti Karya Kupang? The objectives of the study are : (1) to identify kinds of repair initiation that occurs in the conversation spoken by both the English teacher and the seventh grade students of SMPK Shanti Karya Kupang. (2) to identify the most common kind of repair initiations spoken by the English teacher during doing conversation with the seventh grade students of SMPK Shanti Karya Kupang. (3) to identify the frequencies of kinds of repair initiation that occur in the conversation between the English teacher and the seventh grade students of SMPK Shanti Karya Kupang. The method used by the researcher is qualitative-quantitative continuum. The study was conducted at SMPK Shanti Karya Kupang which an English teacher and the seventh grade students were taken as the subjects of this study. But, based on the title the writer only analyzed the repair initiations produced by the teacher. The researcher was the only person who involved of recording, collecting, transcribing till analyzing the data. The result of the study states that: (1). The English Teacher of the seventh grade students of SMPK Shanti Karya Kupang was able to use only four kinds of repair initiations. They were partial repeat plus questions word, request for repetition, request for translation, definition and information and (partial) repeat. (2). The most common kind of repair initiation spoken by the English teacher during the interaction is request for repetition. (3). The frequency of occurrence of repair initiation types done by the teacher is request for repetition amounted to 8, in the second position is request for translation amounted to 2, definition and information while in the third position is partial repeat plus question word. Through result of the data analysis the writer suggests that: (1). The English Teachers of SMPK Shanti Karya Kupang are expected to use this study as a good input concerning the teacher’s role in using kinds of repair initiation of conversational repair in the classroom interaction. (2). The students of SMPK Shanti Karya Kupang should build their speaking ability. (3). The English Department may use the result of this study for further research, especially related to conversational repair as a role-defining mechanism in classroom interaction. (4). The Researcher herself should be able to improve her knowledge concerning how to build and conduct an interaction through oral communication whether in classroom discourse and mundane conversation by using these kinds of repair initiation.

## TABLE OF CONTENTS

	<b>Pages</b>
<b>APPROVAL SHEET</b> .....	<b>i</b>
<b>EXAMINATION BOARD</b> .....	<b>ii</b>
<b>MOTTO</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study.....	1
1.2 Statement of the Problems.....	3
1.3 Objectives of the Study.....	4
1.4 Significance of the Study.....	4
1.5 Scope and Limitation of the Study.....	5
1.6 Definition of Terms.....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>8</b>
2.1 Theory.....	8
2.2 Review of Preview Studies.....	22
2.3 Research Model.....	26
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	<b>27</b>
3.1 Research Design.....	27
3.2 Subject of the Study.....	27
3.3 Types and Sources of Data.....	28
3.4 Research Instruments.....	28
3.5 Methods and Techniques of Data Compilation.....	28
3.6 Methods and Techniques of Data Analysis.....	29
3.7 Methods and Techniques of Reporting the Result of Data Analysis.....	30
<b>CHAPTER IV DATA ANALYSIS AND FINDING</b> .....	<b>30</b>
4.1 Data Presentation.....	30
4.1.1 Data Collection.....	30
4.2 Data Analysis.....	35
4.2.1 Repair Initiation.....	36
4.2.1.1 Teacher-Initiated of Repair Initiations.....	36

4.2.2 The Most Common Kind of Repair Initiations Spoken by The English Teacher.....	44
4.2.3 Frequency of Occurrence.....	45
4.3 Discussion.....	47
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>50</b>
5.1 Conclusion.....	50
5.2 Suggestions.....	51
<b>BIBLIOGRAPHY.....</b>	<b>53</b>
<b>APPENDICES.....</b>	<b>54</b>