

## Analyzing Repair Organization in Single-Sex Classrooms: A Conversation Analysis Perspective

Wim Banu Ukhrowi  
Universitas Pesantren Tinggi Darul Ulum  
Jombang, Jawa, East Java  
[wimbanuukhrowi@staf.unipdu.ac.id](mailto:wimbanuukhrowi@staf.unipdu.ac.id)

Received: December 05, 2024

Accepted: December 15, 2024

Published: December 22, 2024:

### Abstract

This study investigates the repair organizations in English classrooms within a single-sex class setting at a private Islamic high school in Jombang. The bilingual school operates in an Islamic boarding environment, separating students by gender. A qualitative approach was employed, collecting data through classroom observations and video recordings across three sessions each in male-only and female-only classes. Analyzing the interactions through Paul Ten Have's interactional organization framework especially repair organization paradigm. Distinct patterns emerged, such as the teacher's dominant role in initiating repairs in both classes, although interaction fluidity and response styles varied due to differences in gender dynamics and teaching styles. This study highlights the nuanced influence of gender and cultural context on interaction patterns, specifically in repair organization within classroom discourse. Repair organization in female-only and male-only classes revealed distinct patterns over three meetings, influenced by interactional dynamics and gender-based classroom environments. In the female-only class, self-initiated self-repair initially increased, peaking at 50% in the second meeting before decreasing to 9% by the third. This decline was accompanied by a rise in other-initiated self-repair, indicating a shift toward more collaborative repair strategies. Conversely, the male-only class emphasized self-initiated self-repair at first, which declined as self-initiated other-repair rose to 67% in the second meeting, reflecting a gradual move toward collaboration. By the final meeting, other-initiated self-repair dominated at 60%, showing a balance between self-reliance and peer support among male students. It can be summarized that there is a significance flow of repair organization both in female-only class students and male-only class students.

**Keywords:** *repair organization; conversation analysis; single-sex classroom;*

### 1. Introduction

An 'organization of repair' operates in conversation. In a conversation done by the speakers, sometimes there is a wrong word or message delivered by the speaker. Then the speaker needs to repair the wordings by giving some other words in order the hearer can understand what the speaker means. This is called repair. According to (have, 2007) stated that repairs are used in various troubles in the interaction's progress when the speakers have the communication. It repairs the troubles, such as mishearing, misunderstand of the discussion. repairs in conversations involve the way to resolve the trouble arise in the interaction to continue the conversation successfully (Ingram, 2012)

The organization of a conversations easily violated by errors and troubles and the repairs can be found in the conversation (Sacks et al., 1974). Repair is used to clarify whether the hearer has already understood what the speaker means as stated by (Paltridge, 2006) repairs are used by the speakers to make sure that the hearer has already understood what they are discussing in a conversation. Conversation analysis (CA) is an approach that examines the structure and processes of social interaction, specifically how individuals communicate in real time to maintain mutual understanding and address breakdowns or misunderstandings (Schegloff, 1972, p. 45). The field of CA emerged in the 1960s, led by sociologist Harvey Sacks, who developed methods to analyze the sequential organization of talk (Sacks, 1963, p. 22). Repair, a critical concept within CA, refers to the strategies used by speakers to manage and resolve issues such as mispronunciations, ambiguous statements, or misunderstood content during conversations (Schegloff, 1973, p. 289). Repair mechanisms can be self-initiated by the speaker or initiated by the listener, and they are essential to avoiding miscommunication and ensuring a smooth conversational flow (Schegloff, 1972, p. 48).

Conversation analysis studies the structure of talk and how speakers organize it to guarantee maximal mutual understanding, using methods like turn-taking strategies, sequence organization, and repair of trouble-sources (Rüsch, 2020). Yeomans (2023) clarified that conversation analysis involves recording and transcribing conversations, structuring data, extracting linguistic features, estimating effects, and sharing data. Seedhouse (2005) defined that conversation analysis (CA) has been applied in areas like teaching languages for specific purposes, language teaching materials design, language proficiency assessment, and language classroom interaction. Schegloff (1987) noted that conversation analysis can explicate single episodes of action in interaction as a basic locus of social order. Kendrick (2017) suggested that conversation analysis should embrace a methodological pluralism that includes experimentation and laboratory observation, while naturalistic observation should take precedence. Sometimes during the conversations between speakers, there would be some mistakes. These mistakes happened between the speakers are occasionally followed by the repair of sentences. This aims to have a good conversation.

Schegloff et al. (1997) stated that research consistently shows a strong preference for self-correction over other-correction in conversational repair. This preference is evident across different languages and cultural contexts, including English and Tai dialects. Moerman (1977) defined repair in Tai and English conversational corpora as an identically organized sequential phenomenon involving repair segments in ongoing talk. Chui (1996) emphasized that self-repair is preferred over other-repair in conversations, as it allows speakers to correct their own mistakes, maintaining conversational flow and reducing potential social friction. Benjamin & Mazeland (2012) further identified that other-initiated repair in conversations can be divided into self-repair and other-repair, with the latter being more common in second language acquisition.

Mchoul (1990) identified that in educational settings, repair often involves a higher frequency of other-correction, particularly from teachers to students. This dynamic reflects the instructional nature of classroom interactions, where teachers guide and correct students' contributions. Li-ping (2010) stipulated that repair strategies in college English classroom discourse help teachers and students achieve communicative goals and solve problems in speaking, hearing, and understanding. Hong-ying (2009) asserted that this study explores repair mechanisms in teacher-student conversations in advanced English classrooms, aiming to enhance the quality of classroom conversation for English majors. Maheux & Golato (2008) proclaimed that the organization of repair is a universal phenomenon, but its specific practices can vary across cultures, with studies on French and Yoruba conversations showing that repair mechanisms are used to negotiate linguistic membership and social identity, reflecting broader societal issues and cultural norms.

There are some types of repair proposed by the researchers. One of the types of repair organization proposed by (Schegloff, Jefferson, & Sacks, 1977) in (Hutcbay & Wooffitt, 2004) which divided the repairs into four types. Those are :

- a. Self-initiated – self repair (SISR) is both initiated and carried out by the speaker of the trouble source.
- b. Other-initiated - self-repair (OISR) is carried out by the speaker of the trouble source but initiated by the recipient.
- c. Self-initiated - other-repair (SIOR) ‘The speaker of a trouble source may try and get the recipient to repair the trouble – for instance a name is proving troublesome to remember.
- d. Other initiated – other repair (OIOR), the recipient of a trouble-source turn both initiates and carries out the repair. This is closest to what is conventionally understood as ‘correction’.

## 2. Method

Qualitative research observes and analyses the phenomena happens in the classroom interactions that is the conversational in the forms of oral exchange between teachers and students in the classroom with the aim is to know the types of repair organization performed in the teaching and learning process. This research identified the interaction between teacher and students in the English as second language classroom. This study did not only focus on the interaction conducted by teacher and the students in the classroom but also on the phenomena beyond the interaction. Since this study focused on the pattern of repair organization in single sex class, the approach was more properly used was qualitative. This study was not only about how often a certain type of conversation happened in the classroom which can be in term of numbers but also tried to go deeper to analyze why some phenomena happened in the class, what the causes and the triggers and how the effects on the teaching – learning process.

The design of this study is case study. It is intended to describe the activities of the student group, in this case interaction between teacher and students.

## 3. Repair organization in the Female-only class

In the female-only English class, repair organization emerged as an essential feature of teacher-student interactions, often serving to clarify misunderstandings and ensure comprehension. The teacher frequently initiated repairs when students hesitated or mispronounced words, using corrective feedback to guide them towards accurate responses. This teacher-led repair approach fostered an environment where students felt encouraged to take risks in speaking, knowing they would receive support in the form of gentle correction. In addition, students also engaged in self-

repair, often rephrasing or correcting their own statements, which reflects an awareness of linguistic accuracy and a desire to communicate effectively in English. The repair strategies employed, both teacher- and student-initiated, helped reinforce the learning objectives by keeping students on track with the lesson content.

Distinct from the male-only class, the female-only class displayed more collaborative repair strategies influenced by the students' willingness to actively participate in the correction process. When a student struggled to find the right word or phrase, peers sometimes stepped in to assist, highlighting a supportive peer dynamic that enhanced the collective learning experience. This collaborative repair behaviour indicates a unique aspect of the female-only class dynamics, where students seemed more motivated to help each other succeed and maintain the flow of conversation. These repair interactions not only contributed to language learning but also strengthened the social bonds among students, creating an inclusive learning environment where errors were viewed as opportunities for growth. The teacher's supportive role and the students' cooperative efforts contributed to a distinctively cohesive atmosphere in the female-only class.

The following chart shows the repair organization found in a class of female-only student.

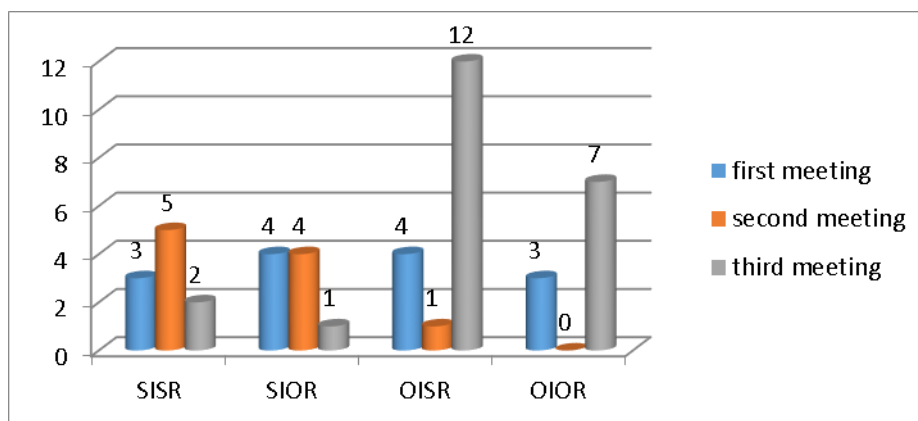


Chart 1  
Type of repairs in a class of female-only student

The chart shows that in the female-only class, the first category (self initiated – self repair) found in the first meeting was 3 times (21%) of the total number of repair organization. The second category (self initiated – other repair) was 4 times (29%). There was similarity between the second category of repair organization found with the third category (other initiated – self repair) which was 4 times (29%). It happened also with the first category found in the female students only class and the fourth category was 3 times (21%) as the same number of repair organization found.

There were some changes found in the second meeting. The first category (self initiated – self repair) increased from 3 times in the first meeting to 5 times (50%) in the second meeting. The second category (self initiated – other repair) remained the same as the first meeting which was 4 times (40%). The third category in the first meeting was 4 times, in the second meeting decreased significantly. It was 1 time (10%). Another decrease happened in the fourth category which cannot be found in the repair organization of repair organization.

For the third meeting, the first category of repair organization (self initiated – self repair) found in the female students only class was 2 times (9%) from total number of repair organization found. There was a decrease found for the second category (self initiated- other repair) which 4 times in the second meeting became 1 time (4%) in the second meeting. The big changes happened in the third category which was 12 times (55%). While the fourth category (other initiated – other repair) was found in the female students class was 4 times (32%). The total repair organization found in the female students only was not the same in those meetings. It was 43 times from all categories. The first category (self initiated – self repair) was 10 times (22%). The next category (self initiated – self repair) was 9 times (19%). The third category was 17 times (37%). Then, the last category (other initiated – other repair) was 7 times (22%).

a. Self Initiated – Self Repair (SISR)

In classroom interaction built between the teacher and students, both the teacher and students sometimes made an error. The first type of repair organization “SISR” was three times found in the first meeting. It was because the students and the teacher read the spoof text entitled “A Young Lady” together. After the teacher and the students finished reading the text, the teacher asked a volunteer to come forward to explain the story using the student’s own words. The student was also allowed to use Indonesian language. It meant that when the students were allowed to use their native language, she would have few errors. The teacher sometimes also used Indonesian language to emphasize the students’ understanding.

While during the second meeting, the type of SISR was found five times. It was because the time mostly used by the students to write on white board then they simply just read the topics on the white board. During the third meeting, this type of repair organization “SISR” was found as the lowest number. It was because the teacher displayed the exercises on the LCD projector.

The following fragment was taken when the teacher sat in student chair while a student whose chair was used by the teacher explained in front of the class. Then the students gave her classmate a question, and the teacher asked whoever were allowed to answer the question but the students had to raise her hand first in order the teacher could mark or gave the score. Here is the fragment.

T: Ok I have... for all you... untuk semuanya. What is the

DIFFERENCES between kata "past" secara umum bukan continuousnya tidak. Kata "past" secara umum sama "perfect" bedanya dimana anak-anak?

S : time signal.

T : SOFIE ... time signal

S : Past continuous , we are still doing until NOW.

T : NO..no..we talk about general... secara umum. Perbedaan "past" sama "perfect" itu dimana anak – anak? Ibu berikan sedikit CLUE nya anak-anak.

Another example of self initiated self repair (SISR) can be seen in the following fragment.

T: ... and something that is very very tight....I mean sesuatu yang paling menonjol dari narrative itu apa? ... yang membedakan dari keduanya apa?

T: apanya...apanya? Satu hal yang paling membedakan atau menonjol dari narrative?

S : Compli...

T : compli

S : Complication

The teacher asked the students to answer the teacher's question but no students' responded the question. When one of the students tried to answer the question and she looked in doubt, the teacher repeat the students' answer and the student continued the teacher's question.

b. Self Initiated – Other Repair (SIOR)

The first and the second meeting, this type was found in the same numbers. There was a change found in the third meeting. It was only one SIOR found in the class. It was because the teacher had displayed the exercises and the explanation on the screen.

This category happened commonly when the speaker does not realize that the speaker makes any error in her utterance. The following fragment showed the self initiated – other repair (SIOR) type.

S : Nida is kicking

T : Nida is KICKING

S : Nida is kicking a ball

T : a ball

S : the ball

T : the ball the ball

( all students laughed together)

T : a ball... the ball

S : a ball is being kicked by Nida

From the fragment above, known that the teacher repaired the student's utterance when the student made the error. It was taken when the teacher asked each student to make sentence in active voice form then the students who sat next to her will change the active sentence into passive form. Since it was the last turn for the student who got the last turn, the teacher asked the students who had already changed the sentence into passive form to make an active sentence to be changed into passive voice sentence by the student who got the last turn.

When the last student started to change the sentence, the student made an error and directly the teacher repaired the error. After the student had changed the sentence into passive voice correctly, the teacher and the students clapped together to mark that they had succeeded to make the sentences both in active and passive voice form.

Another fragment of self initiated other response (SIOR) can be seen in the following fragment.

S : This young lady have promise (pronounced /promess/)

T : Promes (promess)...promice (promis) ... promise (promais)

S : Promise (promis)

The teacher revised the student's pronunciation. As seen also that the teacher were no tsure yet that the answer was correct.

c. Other Initiated – Self Repair (OISR)

The researcher also found the data that showed the third category of repair organization which is Other initiated – self repair (OISR). It was the review session when the teacher asked a question from the student about the definition or something relates to the topic discussed. The topic was about spoof text. After a student gave comment on the teacher's question, the class was quite for few seconds since no students had the idea about spoof text. The teacher still gave time

to the students to think again and invited the students' comment on spoof text. The class was quiet again for seconds. The teacher felt disappointed by saying the question in higher tone and used her hand to emphasize the question. The fragment is as follows.

- T: Apa Sih definisi dari SPOOF itu sendiri? .. kata SPOOF itu sendiri apa?  
 S : Past  
 T : itu lak past... masa lampau  
 S : Unconnect  
 T : kata SPOOF itu sendiri lho anak – anak itu apa (teacher felt disappointed)?  
 S : Something funny  
 T : Ya something FUNNY ... LELUCON.

From the fragment above obviously seen that the teacher repaired the student's utterance. Another example of other initiated self repair (OISR) was found in the meeting. The fragment is as follows.

- T: What About time signalnya anak-anak?  
 T: Last week, contohnya apa saja anak-anak?  
 S: once upon a time, last ...  
 T: once upon a time, last week, last year, not "last", kalau "last"?  
 S: last moon (students wanted to say month but they forget to pronounce)  
 T: last month

The fragment showed that the teacher invited the students' comment or answer on the teacher's question. The students' answer were wrong because they pronounced different words.

#### d. Other Initiated – Other Repair (OIOR)

For this category, the researcher could not find during the first meeting to the third meeting observed. The following fragment showed this type "OIOR".

- T: tobe verb tiga .. Diingat - Ingat ... monkey is ya?  
 S: a monkey  
 T: a monkey IS .. karena present ya  
 S: oh ya ya ya a monkey is kissed by Alyssa  
 T: a monkey is kissed by Alyssa

This type of repair organization also changed in every meeting. The highest number of this category was found in the third meeting when the teacher asked each student to make a sentence in passive voice from and her classmate would change it into active voice form and vice versa.

Another fragment of other initiated other repair (OIOR) can be seen in the following fragment.

(29)

- T: Abu Nawas have done?  
 S: have done  
 T: Sampai jauh kok kemarin  
 S: watching film  
 T: watching film  
 young lady young lady  
 S: not yet not yet  
 S : not yet ya/not yet

It was taken when the teacher wanted to check the topics should be learnt on that day. It meant that the teacher did not know the topics should be discussed on the day.

#### **(Sub title 2) (Capitalized first letter, Times New Romans, Bold, Italic, 120pt)**

When you want to insert a table make sure that you also write the name of the table:

In the male-only English class, repair organization followed a less structured pattern compared to the female-only class, with students displaying greater independence in managing their own communication difficulties. Unlike the female-only class, where the teacher primarily guided repairs, male students often engaged in self-repair without waiting for teacher intervention. When they made errors or struggled with vocabulary, they tended to pause and correct themselves, reflecting a sense of self-reliance and personal accountability in their language use. The teacher did provide support when necessary, but the male students' tendency to handle errors individually suggests a learning environment where students were encouraged to develop autonomous problem-solving skills in language learning. This self-driven repair process, while effective, sometimes interrupted the flow of conversation, but it allowed students to independently confront and resolve their linguistic challenges.

The male-only class also demonstrated a different peer dynamic in handling repairs, with students generally refraining from assisting one another in overcoming language errors. Peer-led repairs were infrequent, and when errors occurred, students either chose self-repair or waited for the teacher to intervene. This individualistic approach could reflect the competitive spirit observed in the class, where students focused more on their own performance rather than engaging collaboratively. Additionally, jokes and humor, which were more prominent in the male-only class, sometimes led to playful miscommunication that required repair. In these instances, repair served to realign the focus of the conversation back to the lesson, although the lighthearted tone often remained. Overall, the repair strategies in the male-only class highlight an environment characterized by self-reliance and minimal peer support, with the teacher stepping in only as necessary to maintain instructional coherence.

Teacher mostly led the interaction in male students only class. Teacher sometimes persuaded the students to answer the questions by giving the extra score for those who had the correct answer. Its different from the female students only class whom the teacher called students who were absent. In the male students only class, teacher called all students' name. There were some jokes which more often found in the male students only class rather than in female students only class. As found in the data about the repair organization in a male-only class students that there are four types of repair found which are (1) self initiated – self repair, (2) self initiated – other repair, (3) other initiated – self repair, and (4) other initiated – other repair. All types of repair were found in the data. the following chart shows the number of types of repair found in the class of male students only.

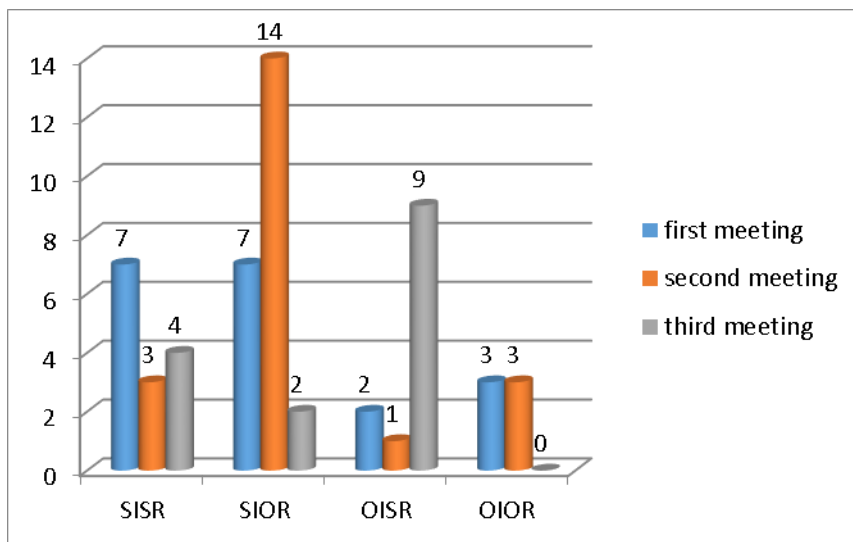


Chart 2  
Type of repairs in a class of male-only student

In the male-only class, all categories can be found in the first meeting. The first category (self initiated – self repair) as seen in the chart was 7 times (37%). Another category of repair organization, self initiated – other repair was 3 (37%). The third category (other initiated- self repair) was 2 times (10%). It was the least number of repair organization found in the first meeting. The fourth category (other initiated – other repair) was 3 times (16%). It was similar to the second category of repair organization found.

In the second meeting, there were some changes found. The first category (self initiated – self repair) decreased from 7 times in the first meeting becomes 3 times in the second meeting (14%). The second category (self initiated – other repair) found was 14 times (67%). It increased for two times than before. Another repair category (other initiated – self repair) decreased became 1 times (5%). The last category (other initiated – other repair) found in the male - only students class was 3 times (14%). The dominant repair types found in the second meeting was the second category (self initiated – other repair).

There was no category four (other initiated – other repair) found in the third meeting. There were still other repair categories found. The first category (self initiated – self repair) found in third meeting was 4 times (27%). While the second category (self initiated – other repair) found was 2 times (13%). It decreased from the previous meetings. The third category (other initiated – self repair) was 9 times (60%).

a. Self Initiated – Self Repair (SISR)

This type of repair organization can be found in all meetings in male - only student class. The number was different in each meeting. The highest number of this type was in the first meeting when the teacher and the students underwent firstly in their English class was video recorded and the occurrence of the researcher. The lowest number of this type of repair was found in the second meeting. It was because in the second meeting the time used mostly by the students.

This type of repair organization happened sometimes because the speaker wants to make the hearer understand what he or she means. It happened in the male class in the second meeting when the teacher uttered a new term “call roll” for the students. All students did not know the term. One of them had tried to guess the meaning of the term by uttering the meaning in Indonesian language “memanggil”, but the answer was not still fully incorrect. Then the teacher repaired her utterance into Indonesian language in order the students are able to understand the meaning easier. As it was described in the following fragment.

T: OK semua I will call roll you first. May be before we got last materials.  
 T : Thank you Adam  
 T : OK I will review the last materials ya. We study about it. I  
 will call roll you first  
 S : Call roll  
 T : Call roll (slowly pronounced)  
 S : memanggil  
 T: Call roll ... mengabsen ...  
 S : ooo (together )

The teacher in repairing her utterance to make the students understand was using Indonesian language. It was because one of the students who answered the teacher question was using Indonesian language as well.

The teacher used Indonesian language to make the students easier to catch the meaning. Meaning that the problem came from the students. But in different session, the teacher herself also made mistake. It happened in the third meeting when she wanted to explain the meaning of the English sentence by translating the sentence into Indonesian language. The fragment was as follows.

T: All of my shoes... kan banyak ... plural ya.. are CONSUMED . Sejumlah besar dari daging dan susu dikonsumsi.  
 Ya all of my shoes are washed... SORRY... all of my shoes are washed . all of my shoes are washed every month.

The teacher revised her sentences by herself when she finally knew the errors when she uttered the sentences. It might happen because the sentences put on the screen were in small font. She did not only repair her sentence by uttering the correct sentence but also touched the screen in which the sentence was displayed to let the students know the correct sentence.

#### b. Self Initiated – Other Repair (SIOR)

During the interaction between the teacher and the students, sometimes the speaker did not realize that he or she had made a mistake in uttering the sentence or sentences. Then the hearer usually responded or revised the utterance in order the hearer could understand the speaker’s meaning and to avoid misunderstanding of the conversation. This type of repair mostly found in the second meeting when the student were assigned by the teacher to come forward and explaining about past progressive tense form. The student dominated the class during the second meeting. The lowest number of this type was in the third meeting when the teacher had given the hand out and displayed the exercises on the LCD screen. This kind of repair “Self initiated other repair” could be seen in the following fragment.

T : It’s all the same. Number one the TENSE is?  
 S : present  
 T : simple present.. the second is?  
 S : Past  
 T : Plus verb -ing  
 S : Passive voice.. ee..past continuous...past continuous

T : Kok past continuous se REK... is .. am..are  
 S : present continuous

It shows that the teacher tried to repaired the students’ answer when they answered the teacher’s question. Just because the teacher drilled the students with fast question intonation, the students answered directly whatever came to their mind. The students needed more time to think before they answered the teacher’s questions. Some students even did not answer the questions. The students finally could answer the teacher’s questions right after the teacher gave some clues to the questions given.

#### c. Other Initiated – Self Repair (OISR)

Another type of repair organization is other initiated – self repair (OISR). It happens when the current speaker uttered the utterance or utterances and the hearer found some errors. To keep the conversation runs smoothly, sometimes the hearer initiated to remind the current speaker that there was something wrong or unclear information given by the current

speaker. The number of this type of repair organization always changed during the three meetings. The third meeting was the highest number of this type was found. It was because the teacher's domination in the third meeting. While the lowest number of this type was found in the second meeting. It was because the time was dominated by the students as seen in the following fragment.

- S : In negative, why using verb one because... because in..in negative has done or did (pronounced died) "did" melambangkan past  
 T : did or DIED? Bukan "died"  
 S : Did (the student pronounced correctly)  
 T : tidak semua "I" itu dibaca "ai". karena the position of "did" is ... itu Tanya sekarang. Posisi "did" sebagai APA? "I" jelas subject... did sebagai apa? sering itu ungkapkan ... auxili....  
 S : Auxiliary verbs  
 T : Auxiliary verb ... yang membantu berdirinya sebuah kalimat disebut AUXILIARY VERB

The question given by another student was not able to be answered by the student who stood up in front of class. Then the other student tried to answer the question. Unfortunately when the student was explaining the reason or answering the question, the teacher interrupting him and directly revised the student's sentence. The teacher also asked the student the position of the word "did" in the sentence but no one answered the question. The class was quiet for few seconds, then the teacher answered the question by herself.

d. Other Initiated – Other Repair (OIOR)

The number of this type of repair organization was the same from the first meeting and the second meeting. But in the third meeting, there was no this type of repair organization found. The current speaker did not realize that he made mistake because he did not understand the simple past form tense. That is why when the teacher gave two optional answers "went apa want?" he remained answer the word "want" as the answer. Then the teacher explained to all students that the correct one is "went".

The fragment was taken when the class had the review session about simple past tense form. The teacher asked each student to make a sentence in simple past tense form. But most of the students who answered the question still made the wrong sentences. The conversation (fragment) was taken when the teacher ask a student who were sitting in the back row in the corner. The teacher came closer to this student. The fragment is as follows.

- S : I went to Surabaya  
 T : I went apa I WANT?  
 S : want  
 T : Kok want?, kalau want ..... ingin.  
 T: go ... went... gone  
 S: I went Surabaya  
 T: I WENT to Surabaya last week

The student whom was asked the question by the teacher could not answer correctly even though the teacher had given some clues, he remained made the wrong sentence.

The third category, repair organization could also be found in the data. As explained before that there are four types of repair organization proposed by Have (2007). They are (1) self initiated – self repair, (2) self initiated – other repair, (3) other initiated – self repair, and (4) other initiated – other repair. The numbers of repair organization were varied from the first meeting until the third meeting in male students only and female students only.

For repair organization type, there were some differences. In the female - only student class, the repair organization was 46 times while in the male – only student class, it was 55 times for all categories. the difference was about the teacher used the native language more in the male – only class rather than in female – only class.

In the third meeting of the female – only student class, the fourth type of repair organization could not be found. It was because the teacher gave the students a hand out of the topics discussed and the teacher also displayed the topics on the screen. It made the teacher and the students could have the class more effectively. It was also because the use of the native language. While in the second meeting in the female – only student class, this study could not find the type of OIOR. It was because the teacher asked the students to write and explained the topics discussed "past progressive tense". The time was mostly occupied by the students.

#### 4. Conclusion

The analysis of repair organization in female-only and male-only classes across three meetings illustrated distinct patterns influenced by interactional dynamics and gender-specific classroom environments. In the female-only class, self-initiated self-repair initially appeared in moderate frequency, comprising 21% of total repairs in the first meeting, before peaking at 50% in the second meeting and then declining sharply to 9% in the third meeting. This rise and subsequent

decline suggest an initial increase in students' confidence and self-reliance, followed by a shift towards other-initiated self-repair in the final session, which accounted for 55% of repairs. This shift may indicate growing peer and teacher involvement in repair, reflecting a collaborative learning atmosphere where students became more comfortable with receiving help. Additionally, self-initiated other-repair remained consistent in the first two meetings at around 29–40% but dropped to just 4% in the third meeting, further highlighting a move towards external repair contributions as the students became more interactive and supportive.

In the male-only class, repair organization patterns were markedly different, with a strong initial focus on self-initiated self-repair, representing 37% in the first meeting. However, this figure decreased notably by the second meeting, replaced by a rise in self-initiated other-repair, which grew to 67%. This trend suggests that, unlike the female-only class, male students displayed a tendency towards individualistic repair strategies initially, which gradually gave way to collaborative efforts as they became more comfortable with classroom interaction. By the third meeting, other-initiated self-repair became the dominant form at 60%, while self-initiated self-repair slightly increased again to 27%, reflecting a balance between independent and assisted repair. The male-only class showed a consistent trend toward fewer instances of other-initiated other-repair, which were absent by the third meeting, underscoring the class's preference for handling repairs independently. Overall, these findings underscore how gender-based dynamics shape repair strategies, with female students increasingly relying on peer support and male students balancing self-reliance with gradual collaboration.

## 5. References

- Benjamin, A., & Mazeland, H. (2012). Other-initiated repair in L2 conversation: A corpus-based study. *Multilingual Matters*.
- Chepinchikj, N., & Thompson, C. (2016). Conversation analysis of film dialogue: A methodological approach. *Journal of Pragmatics*, 96, 1-16.
- Chui, M. (1996). *Repair in Chinese conversation*. Cambridge University Press.
- Clark, A. (2020). *First language acquisition*. Cambridge University Press.
- Egbert, J. (1997). *Multiple repair initiations in conversation*. University of California, Los Angeles.
- Good, M.-J. D. (1990). *Repair and cooperation in conversations with thought-disordered schizophrenics*. Cambridge University Press.
- Hong-ying, Z. (2009). Repair mechanisms in teacher-student conversations in advanced English classrooms. *Journal of Language Teaching and Research*, 10(3), 549-556.
- Kendrick, K. (2017). Conversation analysis and experimentation: A methodological manifesto. *Research on Language and Social Interaction*, 50(2), 101-122.
- Li-ping, Z. (2010). Repair strategies in college English classroom discourse. *Foreign Language Education*, 31(2), 22-27.
- Maheux, B., & Golato, A. (2008). Repair as a site of cultural practice: A comparative study of French and Yoruba conversations. *Journal of Pragmatics*, 40(12), 2146-2171.
- Mchoul, A. W. (1990). *Reading silence: Literacy, ideology, and discourse*. Routledge.
- Moore, R., & Arar, R. (2019). *Conversation analysis for user experience design*. Morgan & Claypool Publishers.
- Paltridge, Brian. 2006. *Discourse Analysis*. London: Continuum
- Robinson, J. (2006). *Ordinary language: Its role in social life*. Cambridge University Press.
- Rüsch, C. (2020). *Conversation analysis*. Routledge.
- Schegloff, E. A. (1987). Between macro and micro: Contexts and other connections. *American Sociological Review*, 52(1), 101-118.
- Schegloff, E. A. (2000). *Overlapping talk and conversational organization in everyday talk and institutional discourse*. Elsevier.

- Schegloff, E. A., Jefferson, G., & Sacks, H. (1997). The preference for self-correction in the organization of repair in conversation. *Language*, 53(2), 361-382.
- Seedhouse, P. (2005). *Conversation analysis and applied linguistics*. Oxford University Press.
- Wu, Y. (2006). *Repeat-formatted repair initiations in Mandarin conversation*. University of California, Los Angeles.
- Yan-mei, L. (2012). *The role of repair in second language acquisition*. Foreign Language Teaching and Research Press.
- Yeomans, L. (2023). *Conversation analysis: A practical guide*. Routledge.
- Zimmerman, D. H. (1988). Qualitative research methods in the study of talk-in-interaction. In *Handbook of qualitative research* (pp. 101-120). Sage