

**ANALYSIS OF REPAIRS AND CONFIRMATION  
CHECKS IN ONLINE CLASSROOM CONVERSATION**

A Thesis Presented as a Partial Fulfillment for the Requirements for the Degree of

*Sarjana Sastra* in the English Study Program



**By**

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**18.J1.0034**

**ENGLISH STUDY PROGRAM**

**FACULTY OF LANGUAGE AND ARTS**

**SOEGIJAPRANATA CATHOLIC UNIVERSITY**

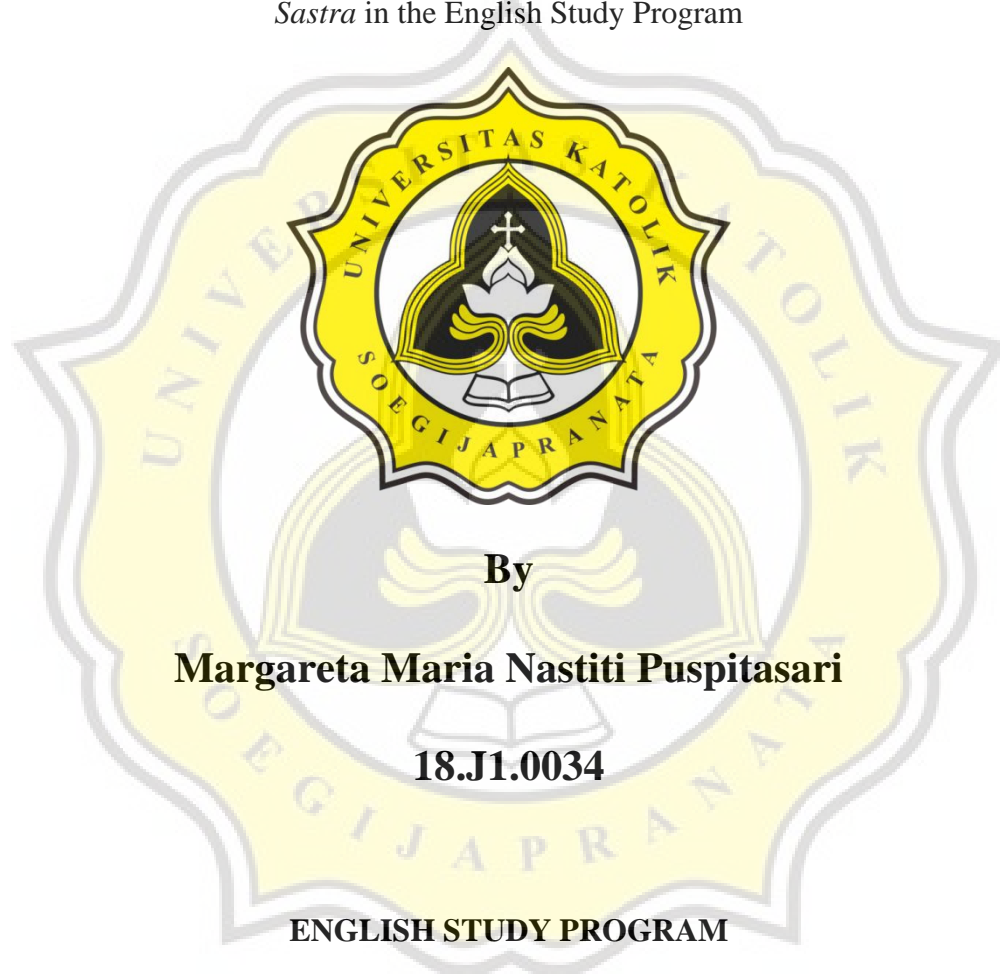
**SEMARANG**

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# **ANALYSIS OF REPAIRS AND CONFIRMATION CHECKS IN ONLINE CLASSROOM CONVERSATION**

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## ABSTRACT

This thesis explores the significance of repair and confirmation checks phenomena within conversation analysis, particularly in the context of online education during COVID-19 pandemic. Through conversation analysis, the study examines the initiation, execution, and resolution of repair sequences and strategies employed for confirming comprehension, using the theory from Liddicoat, Long and Seedhouse. This research focuses on their relevance in online classroom conversations, aiming to improve teaching practices and educational outcomes. The research adopts a descriptive qualitative approach, analyzing transcripts of online classroom interactions. The data is drawn from two distinct online classrooms during the pandemic, providing authentic and unscripted conversations. Four types of repairs—self-initiated self-repairs, self-initiated other-repairs, other-initiated self-repairs, and other-initiated other-repairs—were identified and analyzed, along with their functions. Confirmation checks seeking clarification, confirmation, and understanding were also examined. The findings reveal that online teachers frequently employ repair strategies to ensure effective communication and enhance student learning. Self-initiated self-repairs were the most common, showcasing teachers' proactive role in addressing issues. Confirmation checks were essential for comprehension and student engagement. In conclusion, this research provides insights into how educators adapt their communication strategies in online classrooms, fostering smoother conversations and increased student participation.

## ABSTRAK

Penelitian ini mengeksplorasi fenomena *repair* dan *confirmation checks* dalam analisis percakapan, khususnya dalam konteks pendidikan daring selama pandemi COVID-19. Melalui analisis percakapan, penelitian ini mengkaji inisiasi, pelaksanaan, dan penyelesaian urutan *repair* serta strategi yang digunakan dalam penyampaian *confirmation checks*, dengan menggunakan teori dari Liddicoat, Long dan Seedhouse. Penelitian ini berfokus pada relevansinya dalam percakapan kelas daring, dengan tujuan meningkatkan praktik pengajaran dan hasil pendidikan. Penelitian ini menggunakan pendekatan deskriptif kualitatif dalam menganalisis transkrip interaksi kelas daring. Data diambil dari dua kelas daring berbeda selama pandemi, yang menyediakan percakapan spontan. Empat jenis *repair*, yakni *self-initiated self-repairs*, *self-initiated other-repairs*, *other-initiated self-repairs*, dan *other-initiated other-repairs* diidentifikasi dan dianalisis, beserta fungsinya. *Confirmation checks* dengan tujuan permintaan klarifikasi, konfirmasi, dan pemahaman juga dianalisis. Temuan penelitian ini mengungkapkan bahwa guru pembelajaran daring aktif menggunakan strategi *repair* untuk memastikan komunikasi yang efektif dan meningkatkan pembelajaran siswa. *Self-initiated self-repairs* menjadi yang paling banyak ditemukan. Hal ini menunjukkan peran proaktif guru dalam mengatasi masalah selama pembelajaran secara virtual. *Confirmation checks* juga sangat penting demi mencapai pemahaman dan keterlibatan siswa di dalam kelas. Sebagai kesimpulan, penelitian ini memberikan wawasan tentang bagaimana pendidik mengadaptasi strategi komunikasi mereka dalam kelas daring, meningkatkan kualitas pembelajaran serta menumbuhkan partisipasi siswa yang lebih besar, terutama dalam proses pembelajaran daring.