

AN ANALYSIS OF ALLO-REPETITION STRATEGY USED BY ENGLISH
DEPARTMENT STUDENTS OF UNP IN CONVERSATION

THESIS

Submitted as Partial Fulfilment of the Requirement for the Strata One (S1) Degree



By:

Widya Febrina

17367/2010

Advisors:

1. Dr. Ratmanida, M.Ed
2. Drs. Don Narius, M.Si

ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS NEGERI PADANG
2015

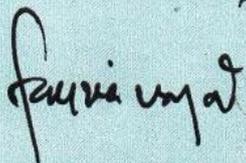
HALAMAN PERSETUJUAN SKRIPSI

Judul : An Analysis of Allo-repetition Strategy Used by English Department Students of UNP in Conversation
Nama : Widya Febrina
TM/NIM : 2010/17367
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2015

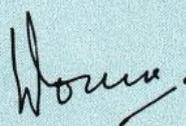
Disetujui oleh:

Pembimbing I,



Dr. Ratmanida, M.Ed
NIP. 19630818 199001 2 001

Pembimbing II



Drs. Don Narius, M.Si
NIP. 19551011 198503 1 003

Diketahui,

Ketua Jurusan,



Dr. Kurnia Ningsih, M.A
NIP. 19540626 198203 2 001

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Widya Febrina

NIM/TM : 17367/2010

Dinyatakan Lulus Setelah Mempertahankan Skripsi di Depan Tim Penguji

Program Studi Bahasa dan Sastra Inggris

Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang

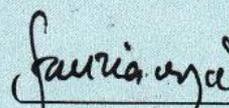
**AN ANALYSIS OF ALLO-REPETITION STRATEGY USED BY
ENGLISH DEPARTMENT STUDENTS OF UNP IN CONVERSATION**

Padang, Februari 2015

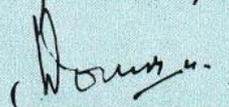
Tim Penguji

Tanda Tangan

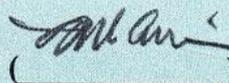
1. Ketua : Dr. Ratmanida, M.Ed



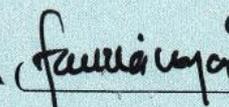
2. Sekretaris : Drs. Don Narius, M.Si



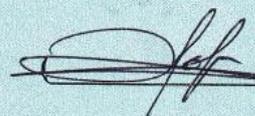
3. Anggota : Dr. Zul Amri, M.Ed



4. Anggota : Dra. An Fauzia Rozani Syafei, M.A



5. Anggota : Havid Ardi, S.Pd, M.Hum





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SAstra INGGRIS

Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telepon/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan dibawah ini :

Nama : Widya Febrina
NIM / TM : 17367 / 2010
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul *An Analysis of Allo-repetition Strategy Used by English Department Students of UNP in Conversation* adalah benar merupakan hasil karya saya dan bukan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

Demikianlah surat pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Kurnia Ningsih, M.A
NIP. 19540626 198203 2 001

Padang, 6 Februari 2015

Yang menvatakan,



Widya Febrina
NIM.17367 / 2010

ABSTRAK

Febrina, Widya. 2015. “**An Analysis of Allo-repetition Strategy Used by English Department Students of Universitas Negeri Padang in Conversation**”. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini adalah penelitian kuantitatif-kualitatif yang bertujuan untuk menganalisis tipe-tipe allo-repetition yang muncul dalam percakapan dan melihat tipe manakah yang paling mendominasi serta alasan mahasiswa dalam menggunakan allo-repetition tersebut. Sampel penelitian ini berjumlah 20 orang mahasiswa yang aktif dalam berbahasa Inggris dari kelas dan tahun masuk beragam yang dipilih berdasarkan observasi penulis. Dengan data yang dikumpulkan melalui tiga instrumen yaitu percakapan, interview, dan observasi. Berdasarkan hasil penelitian, semua tipe-tipe allo-repetition ditemukan dalam percakapan dan beberapa kategori alasan mahasiswa menggunakan allo-repetition. Dari data tersebut disimpulkan bahwa *tipe stalling* merupakan tipe yang paling sering muncul dalam percakapan. Disamping itu, dari hasil analisis observasi dan interview disimpulkan bahwa allo-repetition mendukung terbentuknya percakapan yang alami dan allo-repetition memberikan kontribusi pada kemampuan berbicara mahasiswa.

Kata kunci: *allo-repetition, conversation*

ACKNOWLEDGMENTS



First of all, the writer would like to send the gratitude to Allah SWT to His guidance so that this thesis can be completed as a partial fulfillment of the requirements to obtain strata one (SI) at the English Department of Languages and Arts Faculty, Universitas Negeri Padang. There are many people who gave their contribution to the writer to accomplish this thesis; thus, the appreciation would be addressed to them as well.

The writer would like to express the great appreciation and gratitude to her advisors, Dr. Ratmanida, M.Ed and Drs. Don Narius, Msi, who have already supervised and guided her in order to finish this thesis. The writer is very grateful for their suggestions and guidance since this thesis began until it is finished.

Furthermore, the writer would like to express gratitude to the writer's academic advisor, Prof. Dr. Jufrizal, M.Hum who has assisted the writer to find the best title for the thesis.

In addition, the next sincere gratitude addressed to Dr. Kurnia Ningsih, M.Pd. and Dra. An Fauzia R. Syafei, M.A., as the head and the secretary of the English Department. Furthermore, the writer would also like to address the great gratitude to the English Department lecturers that have given their valuable knowledge and motivation to all the English Department students.

Meanwhile, this thesis would have never been completed without the contribution of participants, members of English Debating Community of UNP who have participated as the samples in this study. Great thanks are also addressed to her parents, the beloved Mom and Dad, brothers, families and friends who have given abundant of love and always encourage the writer during the process of the accomplishment of this thesis. Finally, the writer realizes that this work has not been perfect yet. Therefore, the writer welcomes to the constructive criticisms and suggestions to improve this thesis.

Padang, February 2015

Widya Febrina

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF GRAPHICES	vi
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION	
1.1 Background of the Problem	1
1.2 Identification of the Problem	4
1.3 Limitation of the Problem	5
1.4 Formulation of the Problem	5
1.5 Research Questions	5
1.6 Purpose of the Research	5
1.7 Significance of the Research	5
1.8 Definitions of Key Terms	6
CHAPTER IIREVIEW OF RELATED LITERATURE	
2.1 The Nature of Speaking	7
2.2 English Conversation	9
2.3 Allo-repetition Strategy	12
2.4 Review of Related Studies	18
2.5 Conceptual Framework	20

CHAPTER III METHOD OF THE RESEARCH

3.1 Research Design	22
3.2 Participant of The Study	22
3.3 Instrumentation	23
3.3.1 Recorder	23
3.3.2 Interview Guideline.....	23
3.4 Technique of Data Collection	24
3.4.1 Conversation	24
3.4.2 Interview.....	25
3.5 Technique of Data Analysis	26

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings	33
4.2 Discussion.	36
4.3 Limitation of the Research	54

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions	56
5.2 Suggestions	57

BIBLIOGRAPHY	58
---------------------------	----

APPENDICES	60
-------------------------	----

LIST OF TABLES

Table 1	The Data Collection Technique to Answer Research Question....	26
Table 2	Types of Allo-repetition Strategy.....	30
Table 3	The Amount of Allo-repetition Strategy	34
Table 4	Interview Result.....	47

LIST OF FIGURES

Figure 1	Conceptual Framework	20
Figure 2	Graphic of Allo-repetition Types Produced by Students.....	45

LIST OF APPENDICES

Appendix 1	Interview Guideline.....	60
Appendix 2	Interview Protocol	61
Appendix 3	Conversation which used Allo-repetition Strategy.....	62
Appendix 4	Script of Conversation	66
Appendix 5	Script of Interview	72
Appendix 6	Surat Izin Penelitian	75

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

As one of the language skills, speaking is commonly used to express one's ideas, thoughts, and feelings through conversation. In order to have a smooth conversation, the speakers are expected to have a good ability in speaking. The ability in speaking in conversation includes the fluency, a good participation and engagement among speakers, and the ability in maintaining the conversation.

Unfortunately, students generally find the difficulty in conducting a conversation due to their lack of participation and their inability to engage in conversation. Many cases happen when the students do not produce long and comprehensive talks in a conversation and more likely to only respond by saying yes, no, or other such simple response.

Tsou (2005:1) states that getting students involve to participate and to respond the conversation in a language classroom is a problem that many teachers face. This lack of response makes the conversation seem unnatural. Therefore, the ability of the students to give good response is really essential in order to make the conversation runs more natural and longer.

One of the common problems faced by students in communicating with others is their lack of ability to participate well in a conversation. For example, the students tend feel shy, anxious and even stress in conducting a conversation.

They are sometimes afraid of making slips and mistakes in speaking. This anxiety makes them having difficulty to communicate with others. The second problem is the students generally have nothing to say about the topic being discussed. They are unable to engage in conversation because they do not really understand about the topic that is being talked. The lack of knowledge about the topic makes them sometimes remain silent or unable to communicate well in a dialogue. The third is due to the students' mother tongue influences. When the students communicate in English, the students tend to think in their mother tongue and try to translate the idea from mother tongue to English. This consequently leads to a communication that does not run smoothly.

The other problems that added by Hemerka (2007:9) is the students are not able to express their thoughts and opinions satisfactorily. This commonly occur due to the language problems such as structure , vocabulary, and others. The next problem that Hemerka states is students generally use a more simplified language which does not match their overall acquired level and this often produce mistakes and slips, speak slowly and less fluently, make frequent pauses and think of suitable words. The following problem is that the students are commonly very shy and hesitant when they communicate with other; so, they try to avoid that conversation. For example, they do not cooperate with the teacher or with their peers, they give brief responses to their interlocutor, e.g. "Yes" or "No" responses, and they sometimes just remain silent, do not express any word at all. All those obstacles make the students unable to engage and participate in a conversation.

In order to overcome those problems, a speaker needs communication strategy. Communication strategy is a strategy used by the speaker in order to participate and to maintain the communication process. This communication strategy can be used to avoid the speaking problems and help the speakers run the conversation more smoothly. When a speaker has particular communication strategy, he/she will be able to participate and engage more in a conversation.

As stated above, participating in a conversation demands a speaker to engage with their interlocutor's utterances. This is because the more sentences the speaker produces, the more he/ she participates in a conversation. To help a speaker runs the conversation, their speech usually involves pause, tone and repetition. A speaker often makes some repetitions, intentionally or unintentionally in speaking. As Sawir (2009:3) states that some old views believe that repetition shows lack of fluency in speaking. In fact, according to her, repetition actually help speaker to engage in a conversation.

There are two forms of repetition, self-repetition and allo-repetition. Self-repetition based on Stivers (in Tanen 2007:16), considered as multiple saying that speaker mention in responding to their interlocutor unnecessary talks and guide them to the exact topic. One of the communication strategy is the allo-repetition strategy. Allo-repetition strategy according to Tanen (2007:59) is a strategy used by listener to repeat their interlocutor sentence in responding their conversation to show participation, listenership, agreement, and to develop the conversation. Repetition is one of the most employed communication strategies used by speakers, either native or non-native speakers. According to Sawir, allo-

repetition contributes to development, maintenance and coherence of a conversation; and is a principal strategy under the control of non-native speakers that enables them to communicate their positive involvement and interest in conversation where language skills are unequal.

Based on the preliminary study that has been conducted previously, it was found that most of the students of class K2/2012 English Department of UNP do allo-repetition in conducting a conversation with their interlocutor. However, it is more likely that the students do not realize that the repetition that they do actually help them in maintaining the conversation. Moreover, repetition itself appears in different functions.

Therefore, this research was conducted to examine the allo-repetitions done by the students of English Department and identify the various types and functions of allo-repetitions. This research was also examined which function of allo-repetition that mostly used by the students in conversation and to find out why the students use allo-repetition.

1.2 Identification of the Problem

The problems that students face in conversation are various. It can be because of the lack of fluency and lack of communication strategy. These problems may result to lack of participation of the students in conversation.

1.3 Limitation of the Problem

Referring to the various problem that the students face in conversation, this research concerns on one of those problems that is the communication strategy. It is because to face those problems in communication and to maintain the conversation, students need to have particular communication strategy. Communication strategy is a strategy which used by the speakers in order to communicate well without any significant error.

1.4 Formulation of the Problem

Based on the limitation of the problem, it can be formulated as follows:
What are the types of allo-repetition that used by English Departement students in conversation and which type that they use most?

1.5 Research Questions

1. What are the types of allo-repetition strategy that used by English Department students in conversation?
2. Why do the students use allo-repetition strategy?

1.6 Purposes of the Research

The purposes of the research are

1. To examine the types of allo-repetition strategy that English Department students use in conversation.
2. To find out why do the students use allo-repetition strategy.

1.7 Significance of the Research

Theoretically, the research will broaden and explore more theories about allo-repetition strategy. Practically, the research will give knowledge and information that repetition does not always show the lack of speaking fluency. Moreover, through this research, it is hoped that allo-repetition can be a beneficial strategy that can be used by more students in conversation.

1.8 Definitions of Key Terms

Speaking skill : Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people

Allo-repetition strategy : A communication strategy used by listener by repeating their interlocutor sentence in responding their conversation to show participation, listenership, agreement, and to develop the conversation.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study was conducted by using the students of English Department who are active in speaking English. Therefore, the sample was selected not according to the year entrance or the classes. The researcher chose the sample based on the observation toward the students.

As stated on Chapter 1, the purpose of this study was to find out the types of allo-repetition strategy employed by the students and to discover the reason of the students in doing allo-repetition. This study was conducted by using three instruments, conversation, interview and observation.

Based on the data analysis, the number of conversation which used allo-repetition strategy is 39. This number shows that allo-repetition appeared significantly in the research. Surprisingly, every type of allo-repetition also occurred. The type that the students used the most are stalling type and to request for confirmation type.

Furthermore, the reason of the students in using allo-repetition is also various. Surprisingly, some of these reasons are also related to some types of allo-repetition. In addition, after analyzing each conversation of the students, a new type of allo-repetition is also developed.

5.2 Suggestion

Allo-repetition strategy is one of communication strategy that employed by speakers. Even though some experts believe that repetition is a sign of inadequacy, it is not always true. On contrary, allo-repetition is effective for speaker to maintain the conversation naturally. Therefore, according to the research that has been conducted, there are some suggestion that is proposed by the researcher:

- a. It is advisable for many more speakers especially the beginner to employ allo-repetition strategy which is helpful to keep conversation going on
- b. It is advisable for the English teachers to teach this communication strategy to the students since this strategy is beneficial to create a natural conversation for the students. By teaching this strategy to the students, they will be able to participate more in conversation, avoid silence or hesitation and can do allo-repetition which is easy to be employed.

Bibliography

- Alwasilah, A. Chaedar. 2000. *Pokoknya Kualitatif*. Jakarta: PT. Dunia Pustaka Jaya
- Brown, H. Douglas & Priyanvada Abeywickrama. 2010. *Language Assessment. Principles and Classroom Practices*. New York: Pearson Education
- Burns, A. & Joyce, H. 1997. *Focus on Speaking*. Sidney: National Center for English Language Teaching and Research
- Creswell, John. W. 1997. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. London: Sage Publication
- Folse, Keith. S. 2006. *The Art of Teaching Speaking. Research and Pedagogy for the ESL/EFL Classroom*. Michigan: University of Michigan
- Gall, Meredith. D, Joyce. P. Gall & Walter. R. Borg. 2007. *Educational Research Introduction*. Boston: Pearson Education
- Gan, Zhengdong. 2012. "Understanding L2 Speaking Problems. Implications for ESL Curriculum Development in a Teacher Training Institution in Hongkong". *Australian Journal of Teacher Education*, 37(1)
- Gay, L. R. 2009. *Educational Research*. New Jersey: Merrill is an Imprint of Pearson.
- Genc, Bilal, Mustafa Mavasoglu, & Erdogan Bada,. 2010. "Types and Functions of Repetitions in The Narrations of Turkish Speakers of French". *Novatis Royal Journal*, 4(2): 216-224
- Harmer, Jeremy. 2007. *How to Teach English*. China: Pearson Education
- Hemerka, Václav. 2009. "Low Speaking Performance in Learners of English". Masaryk University Brno Faculty of Education Department of English Language and Literature: 9-10
- Hsieh, Fuhui. 2007. "Repetition in Social Interaction: A Case Study on Mandarin Conversation". *International Journal on Asian Language Processing*, 19(4), 153-168
- Johnson, Keith. 1979. *Communicative Approaches and Communicative Processes*. Oxford: Oxford University Press
- Komar, Smiljana & Uros Mozatic. 2004. "Studies in The English Language and Literature in Slovenia". Ljubljana. I: 1-2
- Lindsay, Cora & Paul Knight. 2006. *Learning and Teaching English. A Course for Teachers*. New York: Oxford University Press
- Luoma, Sari. 2004. *Assessing Speaking*. Cambridge: Cambridge University Press