

**CONVERSATIONAL REPAIR ORGANIZATION IN
AN INDONESIAN EFL CLASSROOM AND ITS
IMPLICATIONS TO THE CLASSROOM DYNAMICS**



THESIS

**In Partial Fulfilment of the Requirements
for Master Degree in Linguistics**

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SEMARANG
2018**

CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgment is made in the text of the thesis.

Semarang, February 20th 2018



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A THESIS

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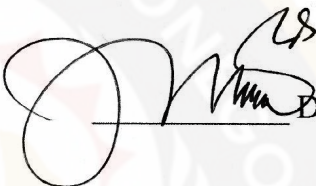
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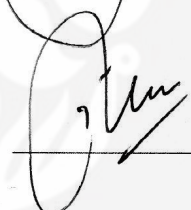
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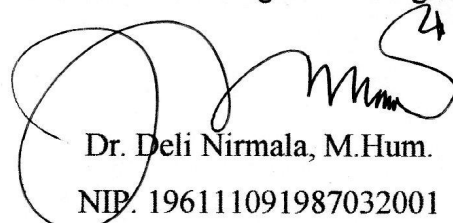
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TRANSCRIPTION SYMBOLS

(in reference to Wray et al. 1998)

((pause))	a pause
(.)	a brief pause
<u>underline</u>	emphasize on a certain word
[[more than one participants start talking at the same time
[interruption (other participant begins an utterance when someone else is already speaking)
=	latching (someone starts speaking immediately after the other speaker)
()	indecipherable utterances
hyphens-	a word that has been started but not finished
:::	stretched out words
↑	a rising in intonation
↓	a falling in intonation
CAPITALS	loud speech

Symbols related to this particular study

Speech participants:

T	teacher
M1	male student 1
F1	female student 1
M2	male student 2
F2	female student 2
M3	male student 3
F3	female student 3
M4	male student 4
F4	female student 4
M5	male student 5
F5	female student 5

→	indicating other student apart from the first speaker
Bold Blue	trouble source and repair confirmation
Bold Black	repair initiation and the repair itself
<i>Italic</i>	L1 (Native language - Bahasa Indonesia and Javanese)

ABSTRACT

Speech problems and mistakes, which then resulted in the occurrence of repair acts, are unavoidable parts of EFL classrooms. This study discusses the organization of repair, more specifically the distributions of repair strategy as well as the repair initiation technique distributions by students of an EFL classroom. The data, which are the students' (and teacher's) utterances are collected using non-participation method during the students' presentation task-work. The data were then analyzed qualitatively using conversation analysis (CA) approach. Results of the quantification are also presented in order to support the credibility of the analysis. The results of the data analysis revealed that Self-Initiated Self-Repair (SISR) is the most frequently used repair strategy by the students. In terms of repair initiation technique, EFL students tend to use more specific or 'stronger' initiators. Meanwhile, with regards to the classroom dynamics, the variations in terms of the repair strategies and the initiation techniques by male and female students indicated the presence of gender stereotypes in the classroom. Furthermore, some supplementary findings, namely the phenomena of code switching and the appearance of 'inserted repair', are also revealed' in this study. As for the implications of the study towards ELT, especially in Indonesian EFL Class, teachers are expected to provide more fluency practice for the students as well as reinforce the students to also use English even for things outside the task-work, such as in initiating the repair.

Key Words: repair strategies, repair initiation techniques, EFL, gender, code switching

INTISARI

Kesulitan dan masalah dalam pembicaraan, yang kemudian berujung pada munculnya tindakan perbaikan (*repair*), merupakan hal yang tidak dapat dihindari dalam kelas EFL. Penelitian ini membahas mengenai organisasi perbaikan yaitu mengenai distribusi strategi perbaikan dan teknik inisiasi perbaikan oleh siswa EFL. Data penelitian yang berupa tuturan siswa (dan guru) diambil menggunakan metode observasi non-partisipan pada saat siswa melakukan tugas presentasi. Data kemudian dianalisis secara kualitatif dengan pendekatan analisis percakapan (CA). Hasil kuantifikasi dari persebaran perbaikan juga dicantumkan untuk mendukung kredibilitas analisis. Dari hasil analisis ditemukan bahwa *Self-Initiated Self-Repair* (SISR) merupakan strategi perbaikan yang paling banyak dilakukan oleh para siswa. Dalam hal teknik inisiasi, siswa EFL lebih cenderung memilih penggunaan teknik yang bersifat spesifik atau kuat. Sementara itu, dalam kaitannya dengan dinamika kelas, perbedaan dalam hal strategi dan teknik inisiasi perbaikan oleh murid laki-laki dan perempuan mengindikasikan adanya perwujudan stereotipe gender dalam kelas. Selain itu, ditemukan pula adanya beberapa hal tambahan mengenai organisasi perbaikan dalam kelas EFL di Indonesia, yaitu adanya fenomena alih kode (*code switching*) serta munculnya '*inserted repair*' dalam beberapa proses perbaikan oleh siswa. Dalam kaitannya dengan implikasi terhadap proses belajar mengajar bahasa Inggris, guru diharapkan untuk memberikan lebih banyak latihan terutama dalam hal *fluency* (kefasihan). Guru juga sebaiknya selalu mengingatkan murid EFL untuk juga menggunakan bahasa Inggris dalam hal-hal diluar tugas yang diberikan, seperti misalnya pada saat proses inisiasi perbaikan.

Kata Kunci: strategi perbaikan, teknik inisiasi perbaikan, EFL, gender, alih kode

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Learning English has become a customary demand across almost all ranks of society in Indonesia, especially for students and working adults. Unlike children or teenagers who generally get to learn English as one of the subjects of their formal schools, older people tend to opt for semi formal schools such as English courses for their English-learning needs.

Although English is still accounted as a foreign language in Indonesia, the role of courses on English for Foreign Language (EFL) classes is extensively crucial. It is the case because an English course is not a mandatory class like the ones in formal schools, thus, the students joining EFL courses generally apply willfully with various reasons in mind, such as to achieve good marks (for students) or to improve the quality of their career (for adults).

During the writer's time as a tutor in an English course in Semarang, she realized that mistakes, errors, or problems in hearing and understanding happened abundantly. Considering the imminent occurrence of problems during the teaching and learning process, the way the teacher deals with the students' mistakes and errors can be essential to the development of the students. It is the case because as the teacher, we do not want the students to feel disheartened

when their errors or mistakes are overly pointed out as it might influence their motivations to learn English. On the other hand, these problems are crucial to be addressed since if they are allowed to pass, the students could carry those mistakes with them even in the future.

All things considered, the writer believes that by conducting a study on the students' repair organizations, it can prove to be fruitful for the development of EFL research. It is the case because repair mechanism and error correction are inseparable part of the classroom exchanges which have even become one of the principal features in EFL/ESL classrooms (Walsh, 2006). Moreover, by investigating the organizations of repair, the writer can offer a different perspective as many of the studies concerning speech problems in EFL classrooms mostly focused on the trouble itself and not on the actual repair conducted to solve it.

Furthermore, the writer found that studies regarding repair sequences in Indonesian EFL classroom are still very limited. As a matter of fact, the writer only found one study by Trisanti (2013) which discussed the students' repair strategies concerning peer assessment in the EFL classroom (further description of Trisanti's study is explained in 'previous studies' sub-chapter below). Thus, the writer believes that comprehensive and thorough research regarding the organizations of repair in an Indonesian EFL classroom could give further contributions to the study of conversational repair in general and classroom repair specifically.

1.2 Objectives of the Study

There are four research questions regarding the relation of conversational repair and the dynamics of the classroom proposed in this study, namely:

1. How are the students' repair strategies and repair initiation techniques organized in the EFL classroom?
2. What are the implications of the distributions of repair strategies and repair initiation techniques to the dynamics of the classroom?
3. As gender considered to be one of the main features in classroom dynamics, are there any relations regarding the repair distributions based on the gender of the students and the dynamics of the classroom?

Since there is still limited research on conversational repair in Indonesian EFL classroom, the writer proposes the first research question to give an overview and a more comprehensive description on how repair strategies and repair initiation techniques are organized during the classroom exchanges. For the second research question, the distributions of repair strategies and repair initiation techniques are investigated and its relations to the dynamics of the classroom are explored. The results of these inquiries are intended to give further contribution to one of the major discussions in classroom repair, that is, regarding the predominant repair sequences in certain settings (in this case classroom). Since there are still variations of research results regarding this matter, the findings in

this project could hopefully shed some new light and give its own views on this issue.

The third research question is intended to be an exploratory-type analysis since major theories or concepts regarding these issues are still rarely found. Even so, the writer decided to do an analysis on this matter due to several reasons. First of all, as mentioned by Chavez (2000), gender is considered to be one of the biggest contributors to the dynamics of the classroom. Considering the importance of gender in classroom dynamics, the writer decided to also include the analysis of repair strategies based on the students' gender in order to further explore the implications of students' repair organization and the classroom dynamics. The second reason is because there are actual interests found in the relation of gender and repair strategy as proven by two quantitative reports explained later on in this study. Thus, the writer believe that a more thorough, qualitative-type discussion on this issue could set up a more comprehensive groundwork for the future research on this particular matter.

1.3 Significance of the Study

This research is significant to be conducted due to several reasons. The first one is because dealing with mistakes or errors can be taken as a sensitive and complex issue. For instance, some students can feel disheartened and less motivated if the teacher or other students constantly point out their mistakes. On the other hand, these mistakes or errors are crucial to be addressed as there is a big chance that the students may carry out the mistake with them in the future if it

is not directly and properly identified. Therefore, by investigating how the students (and teacher) organize and negotiate the repair sequences naturally in the classroom, a clearer illustration can be obtained and it can prove to be useful for the teachers especially when dealing with classroom repair issues.

Furthermore, there are still limited interests in the topic of repair (Schegloff et al. 1977; McCarthy, 1998; Nakamura, 2008) especially in the classroom, despite the fact that conversational repair is one of the most frequent elements in classroom exchanges. More specifically as explained above, research on repair in Indonesian EFL classrooms is still very limited when in reality EFL classrooms have become such common and favored place to learn English in Indonesia. Thus, this study can hopefully give fruitful contribution to the advancement of conversational repair study.

Finally, this report could hopefully prove that research on repair is at least as significant and practical as the study on error analysis. As error analysis is more related to specific issues such as syntax, pronunciation, and others, studies concerning repair is a lot more general since it mostly deals with the conversational element; such as how the participants of the talk-in-interaction organize or negotiate the way they conduct the repair sequences. Therefore, it can be useful for the teachers or tutors of any subjects who are interested in how their students generally approach and resolve the ever present errors or mistakes during classroom exchanges.

1.4 Scope of the Study

This research focuses on the repair sequences conducted by the students and teacher in an Indonesian EFL Classroom. Regarding the limitation of the study, only the students' (and teacher's, in some cases) 'turns' during the talk-in-interaction which carried repair sequences are discussed. Moreover, as the focus on this study is the students' conversational repair, apart from the students' turns, only some of the teacher's utterances which contributed to or involved in the production of the students' repair sequences that are taken into considerations.

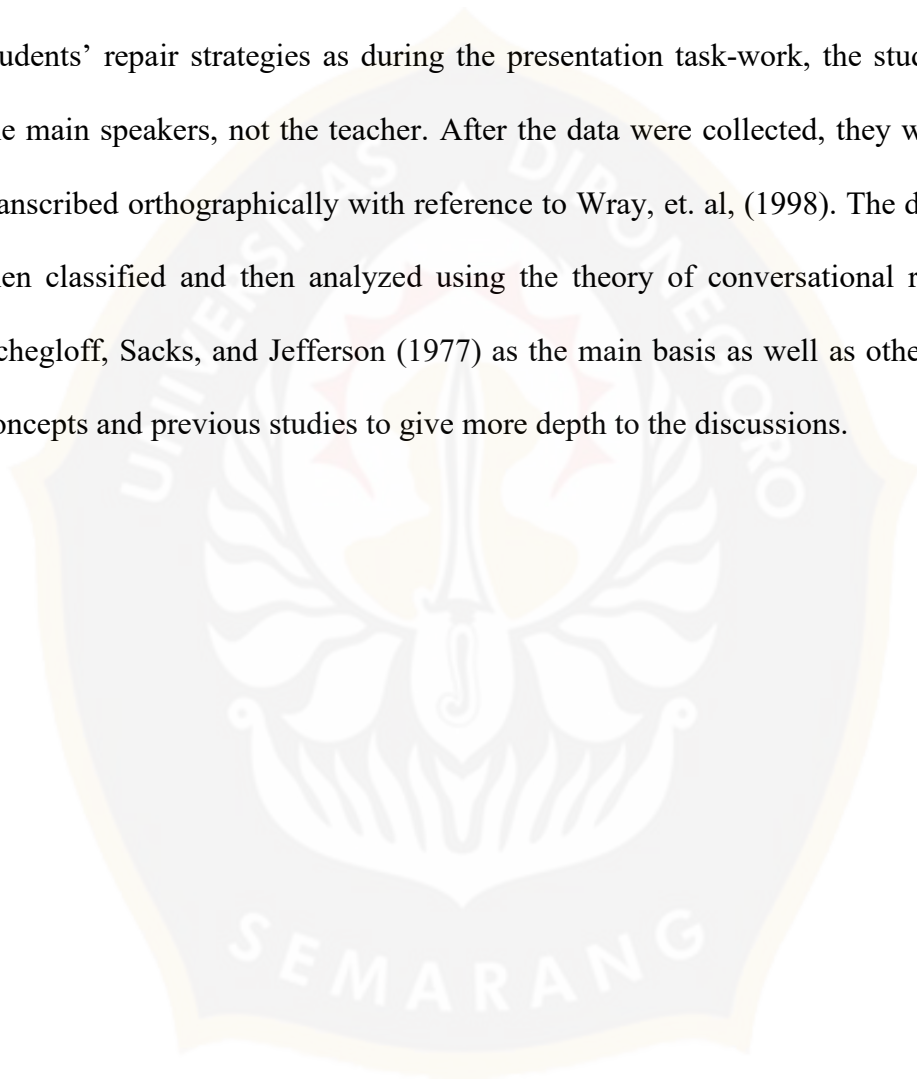
In conducting the data analysis, the theory of conversational repair found in conversation analysis study by Schegloff, Sacks, and Jefferson (1977) is used as the main theoretical basis. In relation to the gender issues, the writer applied the concept of gender-talk stereotypes mostly taken from Lakoff's (1975) and Holmes' (2001) works. Furthermore, some previous studies regarding the issues related to the topic of this research are also used alongside the main theories and concept in order to provide a stronger perspective and standpoints regarding this matter.

1.5 Methodology of Research

In general, this research is a qualitative study which is more specifically conducted using conversation analysis (CA) approach. The data used are taken from the classroom exchanges during the students' presentation task-work in an Indonesian English course classroom, that is, in BBC Semarang 1. These primary data were collected using non-participant observation method, in which the

researcher did not provide any particular treatment or condition which can influence the naturalness of the situation.

The data were taken purposively during the students' presentation task-work in order to capture the main focus of this research, which is the students' repair strategies as during the presentation task-work, the students are the main speakers, not the teacher. After the data were collected, they were then transcribed orthographically with reference to Wray, et. al, (1998). The data were then classified and then analyzed using the theory of conversational repair by Schegloff, Sacks, and Jefferson (1977) as the main basis as well as other related concepts and previous studies to give more depth to the discussions.



CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the research findings analyzed above, there are several conclusions which can be drawn regarding this present study. First of all, with regards to the general distributions of repair by the Indonesian EFL students, SISR is identified to be the most predominant repair strategies by the students. Furthermore, it can be concluded that the difference in classroom activity (topic) actually has an impact on the distributions of the repair strategies by the students. It is the case because the difference in types of classroom activity can influence the types of trouble source frequently occurred, which then lead to the variations in the distributions of repair strategies by the students.

With regards to the repair initiation techniques distribution, it is found that, similar to the previous studies mentioned, students majorly opted for the 'stronger' or more specific initiator techniques such as understanding check, request for definition, translation, or explanation, as well as correction. The students' general preference to specifically locate and repair the trouble source they faced in their talks is closely related to the fact that they need to be able to quickly and accurately solve the speech problems they had which are mostly

related to fluency and subject-related problems such as grammar, word translation, etc.

In a more specific sense, there are some interesting findings concerning classroom dynamics, especially from the gender perspective. The analysis of this certain issue revealed that male and female students were relatively similar in the distributions of the repair strategies. However, regarding the distributions of repair initiation techniques, female students are found to have a bigger tendency to use ‘weaker’ or less specific initiator techniques, in comparison to male students who conduct more than 90% of their repair initiation techniques using ‘stronger’ or more specific initiators. Moreover, male students are also found to conduct more correction techniques than their female counterparts.

Last but not least, there are two supplementary findings regarding classroom repair, specifically in an Indonesian EFL classroom, suggested from this research. Firstly, the students, regardless of the gender, were observed to always do code-switching from English (L2; the main language use in their presentation) to Bahasa Indonesia (L1; one of their native languages) whenever they initiated the repair to the teacher. Even more so, male students are also found to do yet another code switching to Javanese (L1; one of their native languages) when they addressed their friends during the repair sequences. In addition to the presence of code switching, this study also notes the appearance of ‘inserted repair’, in addition to multiple repair, which is slightly different (for instance, multiple repair only has one TS which is then solved using multiple initiation techniques; whereas in ‘inserted’ repair, in addition to the main TS, the

participants of the repair sequence raises a new TS in order to solve the first/main TS).

5.2 Implication to the ELT, Especially in Indonesian EFL Class

There are several implications from the results of this study which can be applied to the English learning and teaching (ELT) practice, especially in Indonesian EFL classroom. Firstly, from the evidence of SISR predominance, fluency problems such as in maintaining sentence or discourse progression are revealed to be the most frequent one. Based on this finding, teachers can take into account that apparently, Indonesian EFL students still encounter many problems regarding fluency, especially during student-centered activities, such as in presentation task-work, as observed in this study. Thus, teachers are advised to include more fluency practice for the students so that it can at least reduce the frequency of errors or mistakes during this type of activities.

The next implications for the English learning and teaching process in Indonesian EFL classroom can be derived from one of the supplementary findings in this study, that is, the phenomena of code switching. The fact that all students, regardless of the gender, always switch to L1 (Bahasa Indonesia or Javanese) when they initiated the repair shows that teachers should train and make a habit for students to use English even for things outside of the actual task. For instance, when the students practice giving speech or presentation, teacher should instruct the student to not only use English for the speech but also for other exchanges such as to initiate the repair, as demonstrated in this study, which

can prove to be useful for the students when they have to actually use English in everyday communications.

5.3 Suggestion

As for the suggestions for future research, it is expected that scholars interested in doing a study on classroom repair can use the findings from this thesis as one of the viewpoints in their respective studies. Furthermore, as this study reveals two exploratory research findings regarding the relations of gender-repair initiation techniques as well as the evidence of supplementary findings on code-switching and ‘inserted’ repair, hopefully it can encourage the next researchers to further explore these issues as it can give fruitful contributions to the study of conversational repair, more specifically in education domain.

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APPENDICES

A. Samples of Data as Classified from the Repair Strategies

	Utterance (Repair)	Types of Repair (Kinds of Problem being Repaired)	Repair-Initiation Attributes: Techniques and Other Notes
1A	<p><u>SISR</u></p> <p>F1 : =Uh:: in this:: time I will ((pause)) uh I would like to tell you about uh:: ((pause)) my uh ((pause)) Ms. Lana favorite food ((pause)) Uh, [Ms. Lana likes ((pause)) spicy food-</p>	Self-Initiated Self-Repair (structure/grammar)	- Unspecified: replacing
2A	<p><u>OISR</u></p> <p>F5 : The title of ((pause)) favorite movie is ((pause)) "War::kop DKI"</p> <p>T : ((laugh)) Okay</p> <p>→M3 : ↑"War of DKI"?</p> <p>T : ((laugh))</p> <p>F5 : Warkop, [Warkop</p> <p>→M3 : [Oh, Warkop ((laugh))</p>	Other-Initiated Self-Repair (Understanding)	- (Partial) repeat
3A	<p><u>SIOR</u></p> <p>M1 : 'He' ((pause)) He do it is every ((pause)) ↑'Sore' apa, Miss? 'What is the English of 'Sore', Miss?'</p> <p>T : 'Afternoon'</p>	Self-Initiated Other-Repair (lexical-word translation)	- Request for definition, translation/explanation - Use of L1 (Bahasa Indonesia)
4A	<p><u>OIOR</u></p> <p>F3 : Her favorite book is:: ((pause)) "Ganti Hati" the- the:: and the wI (.) tər ('writer') Dahlan:: ((pause)) Is::</p> <p>T : =the raltə: ('writer')=</p> <p>F3 : =Oh, the raltə: ('writer') is Dahlan Iskan</p>	Other-Initiated Other-Repair (pronunciation)	- Correction

5A	<p><u>Self-Initiated Failure</u></p> <p>M3 : =Oh, her favorite Indonesian singer:: is Ran ((pause)) and the:: song: from Ran ((pause)) which ((pause)) she: favor:ited-</p> <p>T : ((laugh))</p> <p>M3 : ((laugh)) Halah, mboh, lha ↑[()]? ‘Ah, whatever’</p>	Self-Initiated Failure (grammar)	- Unspecified - Use of L1 (Javanese)
6A	<p><u>Other-Initiated Failure</u></p> <p>M4 : He likes Javanese culture uh ((pause)) uh about wayang golek ((pause)) Uh:: ((pause)) he thinks uh:: wayang golek ((pause)) tell story: about: rural life=</p> <p>→M3 : About life</p> <p>M4 : =Rural life Javanese ((pause)) an::d ((pause)) the last:: time he watch ((pause)) wayang golek is when ((pause)) was ((pause)) child</p>	Other-Initiated Failure (understanding)	- Correction

B. Samples of Data as Classified from the Repair Initiation Techniques

	Utterance (Repair)	Types of Repair (Kinds of Problem being Repaired)	Repair-Initiation Attributes: Techniques and Other Notes
1B	<p><u>Open-Class</u></p> <p>F2 : . . . , She answered Naruto have <u>persistence person=</u> →F1 : [[↑Huh? T : [[Okay= F2 : =↓Ini ya Miss ya 'Here it is, okay, Miss' T : [[((laugh)) →F1 : [[Apa, Apa?↑Apa Miss? 'What, What? What was that Miss?'</p>	Other-Initiated Failure (hearing)	- Open Class: Interjection
2B	<p><u>Q-Word</u></p> <p>F3 : Uh:: Her like ((pause)) Her like ((pause)) motivat- uh:: ((pause)) her ((pause)) the kind of the- uh:: ((whisper)) ↑gimana? 'how (to say it)?' T : She likes F3 : She like motivation book or:: knowledge and:: true story</p>	Self-Initiated Other-Repair (Sentence structure)	- Q-word
3B	<p><u>(Partial) Repeat + Q-Word</u></p> <p>T : 'Afternoon' M1 : 'Af- ((pause)) ↑huh? T : 'Afternoon' M1 : 'Afternoon' ((pause)) ↑<i>kalau sudah,</i> Miss? That's all= 'How to close it, Miss? That's all..'</p>	Self-Initiated Other-Repair (hearing)	- Partial Repeat plus Q-Word
4B	<p><u>Partial Repeat</u></p> <p>F2 : [My name is Rina ((pause)) I am ((pause)) [part- Miss Erni partner ((pause)) →M3: [Yes I know T : ↑I am? F2 : ↓Miss Erni partner T : Miss <u>Erni's</u> partner.</p>	Other-Initiated Other-Repair (grammar)	- (Partial) Repeat

C. Samples of Data as Classified from the Types of TS

	Utterance (Repair)	Types of Repair (Kinds of Problem being Repaired)	Repair-Initiation Attributes: Techniques and Other Notes
1C	<p><u>Fluency: Sentence Progression</u></p> <p>M4 : He likes Javanese culture uh ((pause)) uh about wayang golek ((pause)) Uh:: ((pause)) he thinks uh:: wayang golek ((pause)) tell story: about: rural life=</p>	<p>Self-Initiated Self-Repair (Sentence progression)</p>	<p>- Unspecified: searching</p>
2C	<p><u>Fluency: Discourse Progression</u></p> <p>M1 : He do it everyday= T : Uh-huh M1 : =and everywhere T : Okay M1 : ((whisper)) <i>Trus opo meneh?</i> ‘And then what’s next?’ →F2 : <i>Opo meneh</i> ((laugh)) ‘What’s next’ →M5 : <i>Lha kuwi ning [catetan</i> ‘It’s on your notes’ →M3 : [Semangat ‘Keep fighting’ M1 : ‘He’ ((pause)), ↑‘His’ <i>apa</i>, Miss? ↑Eh, <i>apa</i> ‘He’? ↑‘His’ <i>ya</i>? ‘He’, what is it Miss, ‘His’ or ‘He’? Eh, is it ‘He’? ‘His’, right?</p>	<p>Self-Initiated Self-Repair (discourse progression)</p>	<p>- Unspecified: searching - Use of L1 (Javanese)</p>
3C	<p><u>Objective: Grammar</u></p> <p>F1 : She thinks- T : Mm hmm F1 : Uh ((pause)) meatball is very delicious ((pause)) and- <u>are</u> very delicious and smooth T : Okay</p>	<p>Self-Initiated Self-Repair (grammar)</p>	<p>- Unspecified: reformatting</p>

4C	<p><u>Objective: Pronunciation</u></p> <p>F1 : Ms. Lana likes spicy food. She likes ((pause)) um, eh she likes mat- meatball and noodle ((pause)) uh:: ((pause)) She likes ((uh)) all of meatball ((pause)) ɛk:↑səpt- ('except')</p> <p>T : uh-huh=</p> <p>F1 : ((whisper)) =<i>ini bacanya gimana?</i> 'How do you pronounce this?'</p> <p>T : [[Iksept]] = ('except')</p> <p>→M3: [[Iksept]] = ('except')</p> <p>F1 : =Iksept ('except') ((pause)) <i>urat</i> meatball 'tendon meatball'</p>	Self-Initiated Other-Repair (pronunciation)	<p>- Request for definition, translation/explanation</p> <p>- Use of L1 (Bahasa Indonesia)</p> <p>- Confirmation (X-Y-Y)</p> <p>- Correction were conducted by not only T, but also other student (M3)</p>
5C	<p><u>Objective: Correct Expression</u></p> <p>F3 : Go::od ((pause)) eveni::ng, ↑ya Miss ya? 'Right, Miss?'</p> <p>T : Ya, good evening</p>	Self-Initiated Other-Repair (appropriate expressions-greeting)	<p>- Understanding Check</p> <p>- Use of L1 (Bahasa Indonesia)</p>
6C	<p><u>Objective: Translation</u></p> <p>M1 : 'He' ((pause)) He do it is every ((pause)) ↑'Sore' apa, Miss? 'What is the English of 'Sore', Miss?'</p> <p>T : 'Afternoon'</p>	Self-Initiated Other-Repair (lexical-word translation)	<p>- Request for definition, translation/explanation</p> <p>- Use of L1 (Bahasa Indonesia)</p>
7C	<p><u>Conversational: Hearing/Understanding</u></p> <p>T : 'Afternoon'</p> <p>M1 : 'Af- ((pause)) ↑huh?</p> <p>T : 'Afternoon'</p> <p>M1 : 'Afternoon' ((pause)) ↑<i>kalau sudah,</i> Miss? That's all= 'How to close it, Miss? That's all.'</p>	Self-Initiated Other-Repair (hearing)	<p>- Partial Repeat plus Q-Word</p>
8C	<p><u>Conversational: Additional Information</u></p> <p>M5 : Yesterday Barcelona is lose ((pause)) [uh:: from-</p> <p>M2 : [Again=</p> <p>M5 : =Again from ((pause)) Bayern Munchen and:: ((pause))</p>	Other-Initiated Other-Repair (additional information)	<p>- Correction</p>

9C	<p><u>Psychological: Slip of the Tongue</u></p> <p>F1 : Ms. Lana likes spicy food. She likes ((pause)) um, eh she likes mat- meatball and noodle ((pause)) uh:: ((pause)) She likes ((uh)) all of meatball ((pause)) ↓ɛksəpt- ('except')</p>	<p>Self-Initiated Self-Repair (slip of the tongue)</p>	<p>Unspecified: replacing</p>
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