

An Analysis of English Conversation in the Interaction between Lecturers and Students at the IPIEF UMY: A Qualitative Study on Conversation Analysis and Interaction Patterns

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Abstract. This study explores the phenomenon of communication in the context of classroom teaching and learning. Specifically, it focuses on the clarity and effectiveness of conversations between lecturers and students at the International Program for Islamic Economics and Finance (IPIEF) of Universitas Muhammadiyah Yogyakarta (UMY). The research analyzes recorded English conversations during regular class sessions in the 2022–2023 academic year, taught by both Indonesian and foreign lecturers. The study employs a qualitative descriptive research design and utilizes conversational analysis and the theory of conversational interaction patterns as frameworks for analysis. The findings reveal that interaction patterns such as greeting, questioning, and closing consistently occur in the interactions between lecturers and students at IPIEF UMY. The repair is frequently conducted after the hearer's initiation.

Keywords: *classroom communication, conversation analysis, interaction patterns, repair mechanism*

1 Introduction

For the 2011 academic year, the Ministry of National Education produced 18 value concepts to foster the nation's culture and character. There are communicative values among the eighteen. According to [1], being communicative is defined as having attitudes and behaviors that motivate one to contribute to society and to recognize and appreciate others [1].

being communicative means being willing and able to speak and inform others [2]. Such a concept of communication refers to attitudes pertaining to speech or communication-related activities. There should be at least ten elements in the structure of a conversation, including the following: close partners, speech patterns, collaboration, advanced conversation, nature of the sequence of actions, conversational grammar, movement of code, turn of speech, and conversational topic [3].

Even the dialogue between the lecturer and the student during learning activities in the classroom needs to be successful so that it is simple to grasp. It must be both clear and effective.

The lecturer's information should be understood by the students. As a result, there will be a reciprocal or mutual relationship in the transaction that takes place. In a conversation, it is assumed that there are ground rules for every engagement. The speaker inadvertently develops a plan for how to communicate information in a way that his companion can understand. According to Sacks, speakers in a conversation often decide how and what language should be employed [4].

In this case, the research carried out filled the study gap on the interaction of conversation on teaching learning activities with the introductory English language. Objectives in terms of language skills are useful not only in scientific studies, but can provide descriptions of conversations on the interaction between lecturers and students in the classroom. The research was conducted using sociopragmatic studies. Sociopragmatics is the science that can study the implications of social interactions in society.

Based on the explanation above, this study further investigates how the interaction patterns of conversations conducted by lecturers with students at the International Program for Islamic Economics and Finance, Muhammadiyah University Yogyakarta (IPIEF UMY), as well as what kind of repair mechanisms may arise in the interactions of such conversations.

2 Literature Review

Two key theories—the theory of conversation analysis and the theory of conversation interaction patterns—will be applied in this study as a reference to address the formulation of research concerns.

2.1 The Conversation Analysis

According to Harvey Sacks developed conversation analysis for the first time in 1977 [5]. The focus of Sacks' research is the examination of a conversation interaction that occurs naturally [6]. observes that a study of an encounter cannot fully explain what occurs when a language is used [7]. [8] said that the research with this analysis began with the investigation of researchers using audio or video recordings of a conversation. Conversational examination can explore a standard seen according to the viewpoint of connections that happen normally in regular daily existence. Conversational investigation is an ethnomethodology that breaks down the everyday social exercises [9]. Discussion examination assumes a part in seeing a construction in a discussion that happens normally. [10] likewise uncovered his reasoning, that the examination of verbal correspondence can uncover an arrangement of rules, which manage and sort out how an action happens .

2.2 The Conversation Interaction Pattern

The conversational engagement style is what reveals a direct relationship between speakers. The pattern explains the rules established by the speaker in the context of conversational exchanges.

[11] stated that conversations that take place are processed and organized in an organized manner and Wei Dong added that each participant will participate in the interaction [12]. The

pattern of interaction in conversation relates to the choice of the speaker to arrange and give a chance to his partner.

A pattern of interaction is a pattern related to opening, closing, and using conversations. that in every conversation there are several important aspects to observe, among them the turn of speech, the speaker, the length of the turn, and the mechanism of correction [4]. The interaction pattern observed is the conversation pattern between the lecturer and the student.

Good interactions can be obtained from effective conversations that demonstrate the presence of mutual understanding. In every conversation, there is a chance for the speaker to make a mistake, which indicates the presence of a discontinuity in the interaction.

Cases in conversations often show uncertainty in arrangement, inappropriate word selection, and so on. A study by [13] suggested that one speaker in a conversation can trigger another speaker to interrupt until overlapping occurs . Disagreements in interactions can lead to misunderstandings.

In a conversation, it would ideally consist of the structure of the beginning, core, and end parts. Conversations have a structure that includes the initial and final series. Burns and Joyce in [14] show that in a conversation there are three types of parts: opening stages, Middle stages, and Close stages.

2.2.1 Opening Stages

Opening stages are the basic piece of a conversation that contains opening words, for instance, invites. In this part, the speaker gives a string that begins the basic talk and exchange of information. For example, express "Hey", "How are you?" furthermore "Hey" in a phone conversation [4].

In the underlying part, there is in like manner a welcome. Exactly when a speaker uses inviting, the speaker puts his associate to partake in the coordinated effort [15].

2.2.2 Middle Stages

The center stages are essential for the speaker's course of fostering a discussion by focusing on his discourse. Speakers investigate the size of purpose of discourse designs, development assignment, discourse turn moves, different preferences reactions, point changes, explanation solicitations, and discussion adjustments.

2.2.3 Closing Stages

Closing stages are parts where speakers give each other a statement that marks the end of a conversation. On the cover, speaker expressions such as "thank you for your attention" can indicate that the speaker has ended his conversation.

2.2.4 Repair Mechanism

[11] said that the initiating participant and the initiated initiation position constitute the basis of the repair mechanism . After either the speaker or the counterpart initiates, there is a correction or repair. In a conversation, the speaker or the opponent may offer corrections or repairs. [16] a

speaker or an opponent who provides an uncertain response is the only source from which repair can occur.

[17] adds that conversational correction itself is not separate from the three dimensions that can form a repair: the sequence of trouble sources, repair initiation, and repair execution.

Correction can be initiated by the speaker himself, who makes a tune error, or by another speaker's "other-initiation" as a participant in the conversation. added that there are four possible improvement mechanisms that can emerge in a conversation [7], namely:

2.2.4.1 Self-initiated Self-Repair. Self-initiated Self-Repair is a repair given by the speaker himself to his subjects.

2.2.4.2 Self-initiated Other-Repair. Self-initiated Other Repair is a repair provided by the other speaker.

2.2.4.3 Other-initiated Self-Repair. Other-initiated Self-Repair is a position where the interlocutor initiates repairs.

2.2.4.4 Other-initiated Other-Repair. Other-initiated Other-Repair is a position in which the speaker initiates and performs repairs on the speech pattern.

3 Methodology

This research uses descriptive methods with a qualitative approach. The descriptive method is chosen to describe the phenomenon of freedom in the interaction of the lecturer's conversation with the student. As made sense of in [18], "Elucidating research incorporates reviews and reality finding requests of various types. The primary motivation behind unmistakable exploration is the portrayal of a state or an undertaking as it exists as of now. So, through this method, the researchers intended to describe the teachers and students as their counterparts. So, the method used can accurately explain the analysis of the phenomena occurring. A qualitative approach becomes an option because it will be able to be described from the perspective of the chosen scientific study.

This study explores the distinctions of the docent and its types using conversation analysis. The research data is a direct match between the docent and his counterparts and includes empirical data. The technique of data collection in this study is documentation by recording the implementation of teaching activities in the IPIEF UMY class, whose language is English. To supplement the data, the researchers will also keep records and conduct interviews with relevant students or lecturers if necessary. This method is used to find data that has been specified. With this method, researchers can use free sentences. The data were taken when the lessons take place in the full semester of the academic year 2022-2023.

4 Findings

Using the conversation analysis theory and the conversation interaction pattern theory, this study is assumed to find some findings from conversations on the interaction of the lecturers and students in IPIEF UMY.

The opening and closing parts of the conversation are usually started by the lecturers. The lecturer can either start or end a conversation with an initiation.

- L : Lecturer**
- S : Student**
- OS : Opening Stage**
- MS : Middle Stage**
- CS : Closing Stage**

4.1 Opening Stages

Opening stages are the initial part of a conversation that contains opening words such as greets. The following is the example of opening stage found from the recorded data:

[Finding 1]

Speech Context: A visiting lecturer from Malaysian university, greeting the IPIEF students in an Online class via ZOOM Meeting platform.

L: Hi, guys. [OS]

S: Hi.

L: I looking forward to this ... err ... this session.

S: (smile)

L: Let me see your faces. You're looking very happy, which is good.

The example conversation above show that the conversation is started by a greeting. Here, the first speaker or the lecturer gives initiation to start the conversation and the changing information. In this part, the lecturer puts the student to participate in the interaction.

Another example of opening stage in a conversation between lecturer and student can also be seen in the following example:

[Finding 2]

Speech Context: The lecturer is going to start the guest lecturing by a lecturer form Malaysian university.

L: OK. Assalamu'alaikum Warrahmatullahi Wabarakatuh [OS]

S: Wa'alaikumsalam Warrahmatullahi Wabarakatuh

L: The honorable Dr. Shafinah Rahim from Unimas, Universiti Malaysia Sarawak. InshaaAlloh will explain to us about Halal Economy and its Ecosystem in Malaysia.

In the above conversation, it can be seen that the first speaker has his opening stage by saying '*salam*' in Arabic. Its purpose is to get the interaction from the students.

4.2 Middle Stages

In this stage, the first speaker will explore the turn-taking pattern. So, the wider topic in the conversation may arise.

In the middle of the conversation (middle stages) are usually found other types of questions, that is, questions could not only contain about subjects or lecturing's topic, but it is other type of question to the student, for instance:

[Finding 3]

Speech Context: The lecturing class is scheduled at 1 P.M. The lecturer asked to the students before she started her class.

L: Uh..mmm..OK...**Had you have ... had you have your lunch?** [MS]

S: Yeah, I have quick lunch after my class. Um..yeah, I .. I finished my uh .. previous class at .. uh .. fifteen to one and then I um .. what I uh .. did my prayer and have a very quick lunch and I'm here then.

L: Okay, that's good. Good.

From the above example, the lecturer's question is not about a topic of the discussion in a class. Lecturer asked whether the students had already had their lunch or had not.

4.3 Closing Stage

In the closing stage, the speakers give speeches as a sign of the conversation to be end. The following is the example of closing stage:

[Finding 4]

Speech Context: The lecturer is about to end her lecturing by making a conclusion of her presentation.

L: So that I would like to conclude my sharing. I am so sorry if it . . you felt like I was rushing like a bullet train. Uh...because I want to respect your time. . . .So, with that **I thank you.** [CS]

The above conversation shows the closing stage, in which the lecturing states some speeches and finally end the conversation by saying thank you.

Beside all of the findings mentioned and explained above, the author also found some repair mechanism in the conversation between lecturer and students in IPIEF UMY. Below is the list of the findings:

1. *Self-initiated Self-Repair*

Self-initiated Self-Repair is a repair given by the speaker himself to his subjects.

[Finding 5]

Speech Context: The conversation took place in a visiting lecturer class, where Miss D was a class lecturer and there was a guest lecturer from Malaysia who delivered related research paper materials in the class. During the Q and Session, some students are asking questions to the guest lecturer.

Guest Lecturer: D, your students are good you know. The asked questions, I have difficulty to ask questions um.. uh.. to uh.. to have my students ask me questions.

Miss D : Okay. Uh.. The appreciation is yours, guys.

In the above conversation, the speaker 1 (the guest lecturer) tells the wrong phrase that is ...**to ask questions**. But then, she corrected it with the correct phrase ...**to have my students ask me questions**.

2. *Self-initiated Other-Repair*

Self-initiated Other Repair is a repair provided by the other speaker.

[Finding 6]

Speech Context: It was happened when a student asked a question to the lecturer.

S: Miss, what is the differentiation between abstract and the conclusion in research paper?

L: Differentiation? You mean the 'differences'?

S: Yes, Miss. The differences between abstract and conclusion.

In the above conversation, the student making a repair after the lecturer provide a repair for her. The error made is a word 'differentiation'. The lecturer provides a repair by stating 'differences' for the student.

3. *Other-initiated Self-Repair*

Other-initiated Self-Repair is a position where the interlocutor initiates repairs.

[Finding 7]

Speech Context: It was happened when the lecturer explains about parts of the research paper.

L: The final part of the research question is called conclusion

S: Sorry, Mam?

L: Ah, I mean the final part of a research paper is conclusion.

In the above conversation, lecturer states research question otherwise research paper. The lecturer repairs her errors after the student as the second speaker giving an initiation to the lecturer by saying 'Sorry, Mam?'. It makes the lecturer realizes her error then make a repair on it.

4. *Other-initiated Other-Repair*

Other-initiated Other-Repair is a position in which the speaker initiates and performs repairs on the speech pattern.

[Finding 8]

Speech context: The conversation happened during a consultation between a lecturer and student about the topic for his paper.

S: Mam, I think I'm gonna change my topic.

L: Okay.

S: Because my previous topic is too difficult.

L: Really?

S: Yes, Mam. I want to change the topic that I'm more familiar to, Mam.

L: Oh, I see. Please do then.

From the scene of conversation above, the student making a repair regarding to the topic of his topic for writing a research paper.

5 Discussion

In this part, the further discussion from the findings mentioned above will be presented. The findings will be discussed one by one as follow:

Finding 1:

The finding presented here highlights the crucial role of the opening stage in initiating and setting the tone for a conversation. In this specific instance, the opening stage occurs in the context of an online class facilitated by a visiting lecturer from a Malaysian university via the Zoom Meeting platform. The exchange begins with a simple, yet fundamental greeting, "Hi, guys," from the lecturer, representing the initiation of the conversation.

Initiating Interaction:

The lecturer's greeting serves as an initiation, signaling the beginning of the interaction. It is worth noting that this opening stage is not merely a formality but a pivotal moment that establishes a connection and invites participation from the students. The use of inclusive language, "Hi, guys," is a friendly and inclusive approach, aimed at making the students feel welcome and comfortable.

Setting the Tone:

The lecturer's statement, "I looking forward to this ... err ... this session," not only conveys eagerness but also introduces a degree of informality by acknowledging a minor hesitation ("err"), which humanizes the interaction. This helps to set a positive and engaging tone, which is particularly important in the online learning environment where building rapport can be more challenging.

Encouraging Participation:

Following the greeting and expression of anticipation, the lecturer further engages the students by encouraging them to share their video, saying, "Let me see your faces. You're looking very happy, which is good." This not only fosters a sense of community in the virtual classroom but also motivates students to actively participate in the discussion, as the lecturer acknowledges their presence and emotional state ("very happy").

So, this finding underscores the significance of the opening stage in facilitating effective communication. It demonstrates how a well-structured and friendly opening can initiate interaction, set a positive tone, and encourage active participation. Whether in the context of online classes, business meetings, or everyday conversations, the opening stage plays a vital role in shaping the direction and dynamics of the ensuing discourse.

Finding 2:

The provided example illustrates the role of opening stages in initiating a conversation, with a specific focus on the use of greetings. This interaction takes place in the context of a guest lecture, where a lecturer from a Malaysian university is about to commence the lecture on "Halal Economy and its Ecosystem in Malaysia."

Cultural Greeting:

The opening stage begins with a culturally significant greeting, "Assalamu'alaikum Warrahmatullahi Wabarakatuh," delivered by the lecturer. This phrase is a traditional Arabic greeting that conveys peace and blessings and is commonly used in Islamic cultures. The response from the students, "Wa'alaikumsalam Warrahmatullahi Wabarakatuh," is the appropriate return greeting. This exchange is not just a formality; it reflects the cultural respect and courtesy inherent in many Muslim societies.

Initiating Interaction:

The use of this greeting goes beyond the mere exchange of pleasantries. It serves as the initiation of the lecture and establishes an environment of respect and openness. The lecturer's choice to begin with "salam" can be seen as an invitation for the students to actively participate in the lecture and engage with the subject matter.

Acknowledging the Speaker:

Additionally, the lecturer introduces the guest speaker, Dr. Shafinah Rahim, with respect and honor, adding a personal touch to the opening stage. This not only provides context but also shows appreciation for the guest lecturer, further emphasizing the importance of the upcoming lecture.

In summary, this opening stage showcases the significance of cultural greetings in creating a welcoming and respectful atmosphere within the context of a guest lecture. The use of "salam" not only initiates the interaction but also reflects the cultural values of respect and unity. Such opening stages are essential in academic settings as they set the tone for productive and engaging discussions, highlighting the importance of cultural sensitivity in educational environments.

Finding 3:

The finding presented here sheds light on the middle stages of a conversation and the introduction of various types of questions that may go beyond the core subject matter. In this specific instance, the conversation occurs in a lecturing class, and the lecturer initiates the dialogue by asking a question that is unrelated to the main lecture topic.

Variety in Question Types:

In contrast to the opening stage, where the focus is often on greetings and establishing a tone for the primary topic, the middle stages allow for a broader range of questions. These questions may relate to personal matters, daily experiences, or even casual conversation. The lecturer's question, "Had you have your lunch?" is a prime example of this variety. It delves into the students' daily lives and experiences, rather than academic content.

Building Rapport and Inclusivity:

This type of question serves a multifaceted purpose. First, it helps in building rapport and a sense of inclusivity within the class. By asking about a daily routine like having lunch, the lecturer demonstrates an interest in the well-being of the students, creating a more relaxed and approachable atmosphere. This can be especially valuable in educational settings, as it promotes a positive student-teacher relationship.

Encouraging Engagement:

Additionally, this approach encourages students to actively participate in the conversation. It provides them with an opportunity to share personal experiences and connect on a more human level, which can make the learning environment more engaging. The detailed response from the student, explaining their lunchtime activities, indicates their willingness to engage in such non-academic interactions.

In summary, this finding underscores the importance of introducing diverse types of questions in the middle stages of a conversation, going beyond the core academic subject matter. Such questions can help build rapport, create an inclusive classroom environment, and encourage students to actively engage in the dialogue. While academic content remains central, these casual exchanges serve to enrich the overall learning experience and foster a sense of connection between the lecturer and students.

Finding 4:

The provided example illustrates the closing stage of a conversation, where speakers deliver concluding remarks and signal the end of the interaction. In this context, the lecturer is concluding her lecture by summarizing her presentation and expressing gratitude for the audience's time.

Summarizing and Concluding:

The closing stage serves as a pivotal point in a conversation, especially in a lecturing or presentation context. It provides the speaker with an opportunity to summarize the key points and takeaways from the discussion. In this instance, the lecturer aptly states, "So that I would like to conclude my sharing," signifying the shift to the conclusion. This helps the audience understand that the primary content has been covered and that they should prepare for the conversation to conclude.

Acknowledging the Audience:

The lecturer's words, "I am so sorry if it... you felt like I was rushing like a bullet train," demonstrate an awareness of the audience's experience. This acknowledgment of any potential challenges the audience might have faced, such as the pace of the presentation, showcases a considerate approach.

Expressing Gratitude:

The expression of gratitude, "So, with that I thank you," is a customary and courteous way to end a conversation. It signifies respect for the audience's time and attention. This practice of thanking the audience is not only polite but also leaves a positive impression, reinforcing the mutual respect between the speaker and the listeners.

In conclusion, the closing stage is a critical component of any conversation, as it wraps up the interaction and allows the speaker to leave a lasting impression. It provides an opportunity to summarize the main points, acknowledge the audience's experience, and express gratitude. Whether in a lecture, a meeting, or everyday conversations, this stage serves to formalize the end of the interaction and demonstrates respect for the participants.

Finding 5:

The presented finding highlights a linguistic phenomenon known as "Self-initiated Self-Repair," which occurs when a speaker recognizes an error or inaccuracy in their utterance and subsequently corrects themselves during a conversation. In this specific case, the guest lecturer initially makes a mistake in her choice of words and promptly corrects herself.

Recognizing an Error:

In this context, the guest lecturer begins her statement with "to ask questions" but then immediately realizes her error. She self-initiates the repair process by inserting the phrase "um... uh... to uh... to have my students ask me questions," which is the corrected version of her intended meaning.

Maintaining Clarity and Precision:

Self-initiated self-repair is a valuable feature of language use, as it reflects the speaker's commitment to maintaining clarity and precision in their communication. When a speaker recognizes an inaccuracy or inconsistency in their speech, as the guest lecturer did, they take the initiative to ensure that their message is accurately conveyed to the listener.

Acknowledgment and Acceptance:

In response to the self-repair, there is no visible correction from the other participants in the conversation, which is common in many natural conversations. The guest lecturer's acknowledgment of her own error is accepted, and the conversation continues smoothly. This demonstrates that such self-initiated repairs are a normal part of spoken language and do not disrupt the flow of conversation.

In summary, self-initiated self-repair is a linguistic mechanism that plays a role in maintaining linguistic accuracy and clarity during spontaneous conversations. It exemplifies a speaker's awareness of their own speech and the commitment to delivering a precise and coherent

message. Such repairs contribute to effective and error-free communication, even in academic settings like the visiting lecturer's class described in the finding.

Finding 6:

The finding presented illustrates the concept of "Self-initiated Other-Repair," a linguistic phenomenon where one speaker initiates a correction on behalf of another speaker. In this case, it occurs during a student-lecturer interaction when the student seeks clarification from the lecturer.

Recognizing and Correcting Errors:

In this context, the student initially uses the word "differentiation" in their question. However, the lecturer recognizes that the term "differences" would be more appropriate in this context. The lecturer self-initiates the correction by asking, "You mean the 'differences'?" This correction not only assists in clarifying the question but also ensures that the terminology is more accurate.

Active Communication and Clarification:

The student's willingness to accept and adopt the correction, as indicated by their response, "Yes, Miss. The differences between abstract and conclusion," demonstrates a collaborative effort to maintain clear and accurate communication. This collaborative approach is common in educational settings where the primary goal is to ensure that both parties understand each other.

Enhancing Understanding:

Self-initiated other-repair serves the purpose of enhancing mutual understanding in a conversation. It is particularly valuable in educational contexts where precision and clarity are essential, as in research paper discussions. Correcting and refining terminology ensures that the communication is effective and that both the student and lecturer are on the same page regarding the topic.

In conclusion, self-initiated other-repair is an integral component of effective communication, especially in educational settings. It exemplifies a collaborative approach to achieving clarity and accuracy in language use. In this case, the lecturer's proactive correction and the student's acceptance of the correction contribute to a more precise and effective exchange of information, ultimately benefiting the learning process.

Finding 7:

The provided finding exemplifies the concept of "Other-initiated Self-Repair," a linguistic phenomenon where one of the conversation participants (in this case, the student) initiates a correction on behalf of another participant (in this case, the lecturer). The situation occurs during a lecture where the lecturer is explaining the parts of a research paper.

Recognition of Error:

In this context, the lecturer initially mentions "research question" instead of "research paper." The student recognizes this error and initiates a repair by politely asking, "Sorry, Mam?" The use of "Sorry, Mam?" is a courteous way to seek clarification and signals that the student has noticed an inconsistency in the lecturer's statement.

Self-Repair by the Speaker:

Upon hearing the student's initiation, the lecturer promptly realizes the mistake and self-initiates the repair by correcting herself, saying, "Ah, I mean the final part of a research paper is conclusion." This demonstrates the lecturer's responsiveness to the student's clarification request and her commitment to accurate and clear communication.

Effective Communication and Clarification:

Other-initiated self-repair contributes to the effectiveness of communication, particularly in an educational setting. It ensures that both the lecturer and the student are on the same page, thereby enhancing the quality of the learning experience. In this case, the student's polite question and the lecturer's swift correction enable them to maintain clarity and precision in their conversation.

In summary, other-initiated self-repair is a valuable mechanism in maintaining effective and accurate communication. It underscores the importance of clarity and the role of both speakers in ensuring that information is conveyed correctly. In educational contexts, such repairs are common and contribute to an environment of active and engaged learning.

Finding 8:

The presented finding illustrates the concept of "Other-initiated Other-Repair," a linguistic phenomenon where one speaker initiates and performs a correction on the speech pattern of another speaker. In this case, the conversation occurs during a consultation between a lecturer and a student about the student's choice of topic for a research paper.

Initiating a Correction:

In this context, the student initiates the repair by expressing a desire to change their research topic. The student states, "Mam, I think I'm gonna change my topic," which signals a shift in their initial decision.

Acknowledging and Accepting the Repair:

The lecturer responds with a simple, "Okay," indicating an acknowledgment of the student's intention to change the topic. The lecturer accepts the student's decision without resistance or further questioning.

Maintaining Open Communication:

This form of repair is an essential aspect of maintaining open and effective communication between the lecturer and the student. It allows the student to express their concerns and preferences openly, leading to a more constructive and personalized approach to the research process. It also demonstrates that the lecturer is receptive to the student's needs and is willing to accommodate changes.

Facilitating Student Autonomy:

The willingness of the lecturer to accept the student's proposed change emphasizes the importance of student autonomy and decision-making in the learning process. By allowing students to have a say in their research topics, educators can create a more engaged and motivated learning environment.

In conclusion, other-initiated other-repair plays a crucial role in educational settings, fostering open communication and accommodating students' needs and preferences. In this case, the student's initiative to change their research topic is accepted by the lecturer, demonstrating a cooperative and supportive approach to the research process. This approach empowers students to make informed decisions and take ownership of their learning.

6 Conclusion

The interaction pattern of the lecturer with the student at IPIEF UMY has at least a few common stages of each part of the conversation, namely the opening stages, the middle stage, the closing stages and the repair mechanism. The results of this study show that the interaction patterns of greeting, questioning, and closing are always present in the conversation between lecturers and students in interaction in the IPIEF UMY class. Of all the patterns of conversation in the interaction between lecturer and student, initiation in starting each pattern is usually found more often in the lecturer's speeches than in the student speech. The repair is frequently conducted after the hearer's initiation.

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