THE VARIOUS ROLES OF REPETITION IN FEMALE EFL TEACHERS' SPOKEN DISCOURSE

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ABSTRACT

This research focuses on analyzing the various roles of repetition that appear in female EFL teachers' spoken discourse. The subjects were two English teachers who teach Senior High Schools in Gowa Regency. They were taken by using deliberate or purposive sampling. The details were, each teacher was from SMA INSAN CENDEKIA SYECH YUSUF GOWA. The research instruments were interview, video recording, and documentations. Based on data analysis, it gathered several results; first, there were five roles of repetition which frequently appeared in the teachers spoken discourse namely, repetition as participatory listenership, ratifying listenership, expanding, evaluation through patterned rhythm, and humor (Tannen, 2007), from which expanding was the most dominant. Second, the female EFL teachers decide to employ or implement various roles of repetition in their oral communication through three phases, namely identification, determination, and evaluation (Simon, 1977). Having those findings, it is highly supported that by doing repetition properly in the teaching and learning process particularly in English encourages the teachers to maintain more vivid circumstances in their teaching particularly to maintain the students' focus and the clarity of explanation.

Keywords: Repetition Roles, Female EFL Teachers, Spoken Discourse.

INTRODUCTION

Research on repetition itself in language classroom and in the discourse of language both teachers and learners has been focused to be one particular topic to discuss (Genc, Mavasoglu, & Bada, 2010). There have been researchers conducted the study on repetition in various contexts. For instance, Tannen (2007) in one particular occasion in his study showed that repetition is mainly performed in conversation which implies that it is the past of oral communication which may be performed in various settings. In more specific context, Lyster (1998) compared and contrasted the repetitions and the recasts made by four French immersion teachers from which their sex is not mentioned in a language classroom and argued that recasts and repetitions fulfill identical functions.

Another researcher which also signifies the existence of repetition in both classroom and conversational situation is Yoshida (2008). In his study, he researched two teachers with no specific information about their gender and six

learners of university students both male and female learners. He stated that repetition itself appears to promote learners' activeness or participation in both classroom and conversational situation. It implies that repetition can be utilized as a strategy in providing teaching. The notion is supported by Atoofi (2018) when studying researching second-language learners by combining both female and male, who committed a study under the title Reconsidering Repetition in Language Education. In his study he showed the way repetition can be used as a strategy to provide teaching and learning in second language classroom.

Repetition itself can be found not only in the classroom teaching and learning context but also in some other contexts or situations such as in general conversation or interview and in TV/broadcasting context. It is exemplified by Rabab'ah and Abuseileek (2012). They analyzed the pragmatic function of repetition in TV discourse and proved that repetition is one of the salient features of TV discourse which is employed to perform a variety of language functions. Regarding to their study, they investigated the repetition during the conversation performed by the host (male speaker) and the guests (native English speakers) Since the repetition involves the function of language in the form of word or clause, regarding the idea, Genc et al. (2010) committed a research on the types and functions of repetition in the narrations of 83 Turkish speakers of French with 64 female and 19 male speakers. His research revealed that Turkish speakers of French employ repetitions both at word and group levels with the aim of stalling and/or repairing previous utterances.

Concerning the investigation committed by the researchers as stated above, it can be seen that those researchers outline the issue of repetition as a strategy in performing speaking. However, we realize that the repetition performing by someone in their speaking can be consciously uttered or not. It can also be assumed that the repetition is not merely a repeating word. It reflects one self's attention and identity. This notion is supported by Williams (2004). In his book he asserted that repetition is not merely about repeated action including through words or movements, but there is something inside it. It reflects someone's mind and thought consciously which finally refers to their self-identities. He defined repetition as a term which refers to a process which underlies all identities including consciousness in which it cannot be fully controlled or understand. He believed that it is possible to think of repetition as straightforwardly for itself.

Based on those definitions above by underlining the linguistic perspective of this this research, the present researcher formulates a definition related to this current research. Repetition in oral communication is a process resulted from mind and thought which involves someone to consciously or unconsciously produce repeated utterances in the form of words, phrase or clause one time, twice or even more in which it may reflect or show the existence of grammatical and lexical relationship.

Highlighting the various research findings above, which were presented by the previous researchers on the issue of repetition, it is crystal clear that those researchers concern to investigate speakers in general in various context. Some of

them concern their study in the classroom context, there are some concerns in daily settings context, as well as in TV serial context. However, the tendency of their research subject is to concentrate to both male and female. There was not a specification which underlies the male or female as the research subject. Furthermore, the previous study emphasized the subject straight to the university students and the lecturers. Although there is another researcher observed the general society, it is still with no focus on the male or female. They are mixed and not considered as the one of the focuses of their study.

Outlining the limitations showed by the previous researchers, the present researcher intends to provide another analysis dealing with the repetition as the main topic of this research. The investigation was concerned to female English as a Foreign Language (EFL) teachers only in the classroom teaching context. This study specifies the female teachers as the research subjects which provides more concerns on their spoken utterances especially related to the issue of the role of the repetition they perform through oral communication.

Based on the preliminary research conducted by the researcher on October 4th, 2021, the English teachers of SMA Insan Cendekia Syech Yusuf, Gowa, South Sulawesi, Indonesia tended to use and performed repetition in their talking either explaining and answering and questioning during the teaching and learning process. It could be in the form of words, phrase, clause or just in the form of fillers.

In line with the urgency of this issue, and since there has not been found any research concerns to specify the investigation on the role variation of repetition used by female English teacher specifically in EFL teaching and learning process, this current research will do a deeper investigation for this current issue. Thus, two female English teachers were chosen as the subject of this research. It was concerned to every part of their statement which shows the existence of repetition. At the end, there was an analysis committed to their oral communication to obtain sufficient necessary data that was taken by recording their produced statements during the teaching process.

Getting deeper to the ideas stated before, the researcher formulated two research questions as follows:
1. What are the various roles of repetition that appear in the female EFL teachers' oral communication during teaching process?
2. How do the teachers decide to employ the various roles of repetition through their oral communication during the teaching process?

Concerning those notions above, the present researcher did investigation which specified the female EFL teachers' oral communication on the various roles of repetition performed by them by focusing it based the theory of Deborah Tannen (2007) to meet the need of answering the first research question and the theory of Simon (1977) to answer the second research question.

Through the Tannen (2007) theory, he provided nine roles of repetition in oral communication namely, repetition as participatory listenership, ratifying

listenership, savoring, humor, stalling, expanding, repetition as participation, evaluation through patterned rhythm, and bounding episodes.

The transcriptions or excerpts of the teachers were classified based on the similarity tendency to the various roles of repetition provided by Tannen (2007). It is the corner stone to obtain the appropriate answer for the research question number one.

Due to the novelty of this study, and by referring the theory of Deborah Tannen, female teachers spoken statements/utterances was the main factor which distinguished it from other previous studies which also signified the new thing of this present research. It was then observed through EFL teaching and learning process. Outlining the novelty, the present researcher formulated the research questions into two specific points namely to see the various roles of repetition perform by the teachers and the way they decide to employ the roles of repetition through their oral communication.

Furthermore, concerning to answer the second research question, through the Simon (1977) theory, the present researcher intends to see how the research subjects decide to employ repetition in their speaking which means it involves decision making process. In line with it, Simon (1977) broke down decision making process into three namely identify all the possible alternatives, determine al the possible consequences of these alternatives and evaluate all the possible consequences. This part is concerned to finally clarify the teachers approach in making decision related to the employment of repetition in the classroom as the part of the existence of repetition of language forms in language education field.

Underlining the existence of repetition of language forms in language education field, Atoofi (2018) committed a study under the title Reconsidering Repetition in Language Education. In his study, he found that repetition can be used as one of the important strategies in second-language classroom. He further found that repetition of language forms prompts language learners to find out similarity in patterns between linguistics structures rather than the basic level sameness of forms of language. He also asserted that repetition is potentially helpful especially because there are plenty of aspects of spontaneous speech are formulaic and pre-packaged for use. In relation to it, Helfer, Freyman, and Merchant (2018) showed that repetition affects younger aged to get advantage from the immediate repetition of a message.

Dealing with it, Yoshida (2008) through his study by involving two teachers, it is proved that repetition in the classroom process (it is possible virtually or non-virtually) support the involvement and enjoyment of the learners in both classroom and conversational situation. It implies that repetition is frequently appeared in the teaching and learning process which potentially refers to be performed or shown by educators (teachers).

In line with the aims of this present study by relating it to ideas above, Fung (2007) provide an analysis on one kind of repetition called Self-repetition which commonly found in oral communication including in the teaching and learning process. In his study it is provided a notion that self-repetition is effluent and

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provides variety of function. Although some regard it to signify redundancy, disfluency, or both, in spoken language, but on the contrary some others deem it as a consideration to facilitate the production of fluent speech.

Self-repetition occurs in a variety of sequences it can be exemplified in the initial or final position of an utterance and it could be in the same turn after the first saying where the speaker repeats himself or herself immediately (Murata, 1995). Since this kind of repetition are very common to be found in spoken discourse, it is clearly implied as well that female teachers in the teaching and learning process may perform the same case. Thus, it is still necessary to see other perspectives and contexts of repetition existence in oral communication which are relevantly connected to its' function which may be performed by female teachers in a classroom interaction.

Through another context, Rabab'ah and Abuseileek (2012) investigated the repetition performed by English native speaker in the context of TV discourse. By implementing a pragmatic analysis, the study shows that repetition is a phenomenon which is used to perform various functions of language including to express emphasis, clarity, emotions, highlight the obvious, be questionable, express annoyance, persuasion, express surprise, gives instructions, and as a filler in order to take time, when the speaker was searching for a proper word to say what would come next. The study also emphasizes its' findings to have significant implications for ESL/EFL teachers.

Come deeper to another relevant study by emphasizing the language components used in repetition Genc et al. (2010) researched the use of repetition by Turkish speakers of French. In the study the researchers emphasized that stalling and repairing repetition are used by the Turkish speakers of French to extend the time of speaking or to fix and repair utterances while speaking. Those types of repetition employed by them both at word and group level. The study of Genc, et.al. (2010) shows two functions which is at the same time also types of repetition.

In another case, supporting the existence of repetition functions or roles In spoken discourses, Brown (1980) claimed that People use repetition across turns, in responding to a prior utterance, to do many different sorts of communicative or conversational management acts, including answer a question; query a piece of information; affectively comment on it or play with it; agree with it, ratify it, or confirm an allusion; convey understanding (of what was said, and of its significance); make counter-claims or matching claims (the "me too" phenomenon); initiate repair; and collaborate in producing a conversational contribution.

Concerning this view and correlating it to this current study, it can be seen that repetition appears almost in every single part of conversational process specifically in spoken discourse. Furthermore, it involves any speakers from various background including teachers in educational field which specialized to the female English teacher as the object of this current study. This notion is highly supported by another theory of Brown (2000) which asserted that no matter what

the occupation of a speaker, whatever they work about (layman or linguist, laborer, poet, orator, or priest), and the age is (adult or child), there will not be any speaker can do without repetition. This theory strengthened the issue that female teachers are well-categorized to be one of the ideal objects of a research by implementing discourse analysis to know deeper about their oral communication related to the role of repetition the perform in their classroom interaction as EFL teachers.

Concerning to answer and provide analysis on the second research question of this research, the theory of Simon (1977) is chosen to be the core theory on the idea of the most relevant theory for it. Simon (1977) provided three processes of decision making as follows:

a. Identify all the possible alternative
b. Determine all the possible consequences of these alternatives
c. Evaluate all the possible consequences

Those three processes according to Simon (1977) will involve four phases to finally achieve the decision. The processes are intelligence, design, choice, and review. Referring the teaching process the teachers will face such condition in which they have decide what to do, to say, perform, or employ in their teaching which also include the decision whether to employ the role of repetition or not.

Thus, this theory will powerfully support to meet the need in answering the second research question of this current research. Interview guideline is provided to see how is the process involved to decide one particular action in employing the role of repetition in the teacher spoken discourse.

METHODS

This study employed a descriptive qualitative method of research which concerns to one particular approach known as discourse analysis. This type of research has been increasingly used in the field of language teaching and learning Nassaji (2015) highlighting the term qualitative it refers to one definition: qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual (non-numerical) data in order to gain insights into a particular phenomenon of interest (Gay, Mills, & Airasian, 2003). When it is related to the term of descriptive, then this research attempts to describe and interpret the object in accordance with reality. This type of research includes some specifications one of which is discourse analysis.

Discourse analysis according to Mahmud (2017) focuses not only to the form of or the structure of a language but also covers more than just a form. It comes deeper to the language in use and action in the form of text or talk. along with this notion, virtual classroom interaction which concerns to the talk of teachers leads this study to investigate one of the forms of oral communication called repetition. Since this study is descriptive qualitative research, the instruments are the video recording of the teachers which were concerned to their talk. In relation with the design, the researcher enrolled two teachers who actively teach in SMA Insan Cendekia Syech Yusuf Gowa. Both of them are well-

qualified in English teaching since they are English senior teachers in that school and well-experienced in using English while teaching whether spoken or written.

Having this present study implemented discourse analysis as the approach, the data analysis of this study was conducted specifically in reference to the steps in analyzing the data of discourse analysis provided by Mahmud (2017) data Selection, data Transcription, interpretation of the data, and reporting the Data.

FINDINGS AND DISCUSSION
Findings

To obtain the data related to the various roles of repetition that appear in female EFL teachers' spoken discourse the researcher conducted the observation through video recording. The results of the data can be seen as following:

1. Repetition as Participatory Listenership

In relation to this first role of repetition which appeared in the research subject spoken discourse, it is found that both the female teachers employed it through their speaking in particular occasion during the teaching and learning process. It is described by the examples stated below:

Extract 1

MM : …..number nine, or you can drive your car for another apa tadi dua ribu miles? Bahasa inggrisnya? (what was the English of dua ribu miles)
S12   : two thousand miles…
S1   : ….thousand miles…
MM : two thousand toh….   Two thousand miles…
(Extract from the 2nd meeting of the first subject)

The example above shows that the teacher who is labeled by MM in the last line of the conversation the teacher showed that she was listening and accepting what has been uttered by the previous speaker which proved by doing repetition with little addition.

2. Ratifying Listenership

This role of repetition occurs when the speaker incorporates the repeated phrase into their own narrative. It signifies that the speaker ratifies the previous utterances or statement of the prior speakers. It is described by the following examples:

Extract 5

MM : Jawaban nomor sepuluh itu correct or incorrect? (the answer for number ten is correct or incorrect)
AS   : Correct
MM : Correct Sudah benar (it's right, correct)
(Extract from the 1st meeting of the first subject)
Extract 6
S21 : Subject and verb
MM : Okay, subject and verb. What else?
S1 : Gerund

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MM : Okay gerund
(Extract from the 4th meeting of the first subject)
     The bolding lines in both extracts above show the existence of ratification provided by the teacher (MM). the teacher in extract 5 in the last line ratified the previous phrase of the student (AS) and so did in the last line of extract 6.
     The second teacher (MI) in the following example which is precisely in the line 3 and last line showed the same intention to ratify what was uttered previously.
Extract 7
MI   : apa? Dapat jawabannya? (what?, do you get the answer?)
S4, S9 & S11 : Bravo Mam
MI   : Yap, Bravo
 (Extract from the 3rd meeting of the second subject)

3.   Expanding
     When one speaker states their idea or response, in some particular occasions they tend to improve their statements or providing additional information related to the previous speaker or their own previous statement to deliver their full intention while speaking (Tannen, 2007). This repetition role is called expanding, for instance:

Extract 8
MM : Okay, berapa menit kita butuhkan? How many minutes do you need? 5? 10?
S20 : Yes, five minutes
MM : Five minutes to answer these two questions. Is it enough?
S20 : I think yes
    (Extract from the 4th meeting of the first subject)
This example clarifies that MM in the line four expanded her statemen to more detail information by saying "to answer these two questions" after repeating phrase "five minutes".

4.   Evaluation Through Patterned Rhythm
     This role is kind of repetition which does not involve repeating words as the main focus. It concerns on the rhythm of the utterance which creates the vivid impression of many people distinctively when some particular words or phrases are uttered in the sense of similar sounds at the end of the statement. The following examples underline this notion:
Extract 11
MM   : Okedeh. Alhamdulillah sudah dimengertimi, sudah dipahamimi. So I think that's all for today. Thank you very much for your nice attention and participation in this meeting.
    (okey, thank god it has been apprehended and comprehended….)
(Extract from the 1st meeting of the first subject)

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From the extract 11 word "dimengertimi" and "dipahamimi" as well as "attention" and "participation" we can find them that they are not in the sense of exactly the same repeated words or phrases, but on the contrary the rhythm expresses the idea of patterned rhythm which creates special impression that also considered as one kind of repetition.

Extract 12
MM : now, we have finish ten number from this question, and I'll give you another activity for this night…… for tonight…
(Extract from the 2nd meeting of the first subject)

Extract 13
MI : Siapa yang tau artinya reknown? (who knows the meaning of reknown)
S9 : dikenal?
MI : yahh… it's same with fame, it's same with famous, dikenal, terkenal atau dikenal.
(Extract from the 3rd meeting of the second subject)
From the extract it can be seen clearly that the same rhythm and the way words or phrase uttered determines how then they are considered as repetition.

5.   Humor
As stated by Tannen (2007) that humor is a common and ordinary function of repetition with slight variation. People are repeating words or phrase to break a boring condition or to interfere one clumsy moment including when the teaching process is too serious, it is frequently necessary to do it.

Extract 14
S20 : My answer is Alfa mam
MM : Ada apa? (what's wrong) Okay, which Alfa are you? Alfamart, Alfamidi
S6 : Alfarabi
S9 : (tertawa keras) (laughing loudly)
MM : Alfarabi, that's your answer (laughing loudly)
(Extract from the 4th meeting of the first subject)
In this extract, word Alfa which is stated in the first line by the student (S20) become the source of the joke provided by the teacher (MM) to create humor and break the seriousness and tension of the teaching process. The teacher repeated the word "alfa" with some slight variations which was then attracting the students to laugh.
In another context the second subject (MI) without doing extra variation in her repeating words she created jokes by uttering the same words which is exemplified as follow:

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Extract 15
MI : what your strategi to get the answer?
S9 : Yes Mam
MI : Yes Sir *tertawa* how do you get- *tertawa*
S4 : Yes Mam *tertawa*
S20 : *tertawa*
S9 : What this is thing?
MI : when you say yes mam yes mam sounds like yes sir yes sir *tertawa*

Repeating the utterance "yes mam" and "yes Sir" attracted the students to experience sense of humor in their mind which were finally improvised to make the students and the teacher herself laughed.

Dealing with the findings on the various roles of repetition performed by the female EFL teachers, the description on the way of those teachers to make decision in employing repetition in their spoken discourse was obtained by doing an interview which was derived based on the Simon (1977) theory which can be seen as following:

1. Identification

Interview question number 1, "how do you plan to choose an occasion to employ the role of repetition in your speaking?" was answered as following:

According to 2nd informant
".... Saya butuh untuk berfikir dulu sementara.... To think first what will I say again. Sometimes for uuh the class atmosphere seems like boring.
".... I need to think temporally... to think first what will I say again. Sometimes for uuh the class atmosphere seems like boring"

Based on the statements above, the researcher found that the teachers do planning to choose the occasion or in what opportunity they implement repetition in their speaking. Both informants showed that class atmosphere and students responses are the two condition to plan proper time to do repetition.

Interview question number 2, "how are you trying to invent and then analyze the possible course of action of repetition role in your speaking" was answered as following:

According to the 1st informant
".... Kalua misalnya saya mengajar, tergantung kalau misalnya saya berdiri mungkin bisa menunjuk ke wordnya.... Kalua saya sih biasa kebiasaan sayaji"
"... for example, I am teaching, it depends on... I am standing for example maybe I point at the words... I myself is based on my habit"

According to the 2nd informant
".... kalau lagi kurang focus. Kalau matanya bukanmi di bukunya. Kan biasa di dapat sama guru bukan matanya di buku dan atau kurang fokusmi disitu"

"…. if the students are lack of focus. If the eyes are no longer focused at the book…."

According to the statement of the informants, both are trying to analyze first what are the students' current condition and tendency when they are explaining which is then used to invent the possible action to be implemented including to match it with the teachers' gesture or action preference that they usually do.

Interview question number 3, "referring to question before, is there any particular role of repetition you choose in your speaking? If it is yes, why is it so?" was answered as following:

According to the 1st informant

"kalau repetisi yang memang sering saya gunakan itu saya ulangi terus saya jelaskan lebih rinci. Terus sometimes juga saya mengulangi repetition mencari kata yang mempunyai makna yang sama, yang seirama yah."

"the repetition that I frequently use is I do repeat the words on and on, I explain them detailly, and sometimes I repeat by looking for some words which have the same meaning, which is homophonic"

According to the 2nd informant

"yess, part paling sering sih humor,…. Karena saya paling suka kalau suasana kelas itu tidak tegang" and expanding… untuk memperinci atau menjelaskan secara detail materi"

"yes, the most frequently part I use is Humor…. Because I like enjoyable classroom teaching the most. And expanding…. To give details or explaining the materials detailly"

Based the information of the statements above, it can be seen that both teachers will always use expanding in their speaking to emphasize and detail their explanation. However, in particular occasion they have their own preference on the particular use of repetition as humor and pattern rhythm.

Interview Question number 4 "Are you considering your previous repeated words, sentences, or other statements in your speaking? If it is yes, then how you do it?" Was answered as following:

According to the 1st informant

"kalau indicator tertentu yah of course kelihatan dari siswa. Semua Kembali ke siswa, kalau misalnya siswanya saya jelaskan dengan seperti ini paham yah saya gunakan lagi, kalau misalnya tidak, kit acari alternatif lain."

"on the specific indicator yah ofcourse it can be seen from the students, everything depends on the students, if for example the students are explained by one particular repetition and then the got the point, then I usually use the same thing, if they aren't then I am looking for another alternative"

According to the 2nd informant
"masih mimic-mimik atau ekspresi dari siswa tersebut masih kurang paham, selain itu untuk mempertegas suatu jawaban itu sudah benar jadi saya mengulangi lagi"

"still about mimic or the expression of the students are still lack of understanding, besides, it is also used to emphasize an answer if it is correct, so I repeat it again"

In line with the informant statement, it shows us clearly that both teachers strongly consider to use the same role of repetition as previously used when it is necessary particularly to maintain the students' attention on the teaching process.

2.   Determination
Interview question number 6 "what are the possible courses of action do you try to perform in your speaking when employing repetition?" was answered as following:

According to the 1st informant
".... Sometimes menjentikkan jari and then kalau lagi berdiri dan pas posisinya lagi memegang spidol, terus ada specific word yang mau saya repeat spidolnya saya letakkan dekat itu"
"Sometimes I flick my fingers and then if I am standing while holding a boar marker and there is a specific word that I need to repeat, I directly point the board-marker to the word"

According to the 2nd informant
"biasanya langsung kutunjuk orangnya dengan ekspresi tertentu terus saya biasa bertanya dulu apa jawabannya lalu kuulang jawabab yang benar"

"Usually, I directly point at the students by showing some particular mimics, I usually ask what's the answer and then repeat the answer that I mean"

Referring those two statements of the interviewee, it shows that using hand movement is the dominant course of action used by them simultaneously when also employ repetition in their speaking. In line with it, both informants stated that implementing particular course of action (gesture) when repeating words is to ratify students' answer or responses as well as to make sure that the students obtain adequate correct information of the teaching process.

3.   Evaluation
Interview question number 11 "how do you judge that your decision to employ one particular role of repetition in your speaking is correct or incorrect?" was answered as following:

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According to the 1st informant
"Well, kalau dalam kelas kan ada activity activity toh, misalnya saya merasa saya menggunakan repetition, biasanya setelahnya saya berikan pertanyaan, yang bisa memberikan gambaran yang bisa memberikan petunjuk bahwa siswa ini mengerti, yang ini tidak, dan yang mana yang mereka tidak mengerti"

"Well, we know that there are some activities (tasks) for the students in the class, when I think I am using repetition, I usually provide questions which is able to give descriptions which possible to show me some guides if one student understands and show me which one is not understood"

Accroding to the 2nd informant
"Ketika mereka paham"
"saya minta mereka menjelaskan ulang dan saya lempar pertanyaan and then they answer correctly"
"I asked them to re-explain and I share some questions to the forum and they answer correctly"
Underlying the answers of the informants signifying the idea that both of them judging if their decision is correct by providing some small and simple test in the form of simple question or simple statement to assess for the students during the teaching process, it might be right after providing repeated statements or later on after the teacher finishing the explanation.

Interview question number 12 "In case you are considering to implement the same repetition roles in the coming statement, why is it important for you to do it?" was answered as following:
According to the 1st informant
"saya jawab lebih ke kebiasaan, mungkin karena siswa begini jadi saya kebiasaan repetition seperti itu, mungkin karena saya merasa mendapatkan feel dan mendapatkan bukti bahwa dengan repetition seperti itu siswa ini bisa paham, …. Suasana bisa mencair, makanya mungkin tanpa saya sadari menjadi kebiasaan untuk pertemuan-pertemuan selanjutnya. Saya ulangi hal dan tindakn seperti itu"
"I say, it tends to my habit, maybe just because students are like this then I am used to doing such repetition. Maybe because I think I got the feeling and the evidence that by such repetition the students are able to understand, by such repetition the situation is enjoyable. So maybe unrealizably it becomes my habit in other meetings, and I repeat such thing and action"

According to the 2nd informant
"by doing repetition, saya bisa buat mereka menjadi focus Kembali or dengan memberikan humor kemudian suasana menjadi Kembali, saya bisa menjelaskan kembaloi materi yang sudah saya jelaskan"

"By doing repetition I can get their focus back or by doing humor then the situation can be more enjoyable. And it is possible for me to explain more detail when it is necessary by doing repetition"

Based on the teachers' response, it can be found that repetition help them to manage the class as it is expected to be. Repetition allows them to control one particular condition is undergone as it is supposed to be.

Discussion
1. The Various Roles of Repetition appeared in the Female EFL Teachers' Spoken Discourse

Based on the collected data, it can be proven that repetition is a particular issue and a specific topic to discuss which cannot be separated from its' existence in the teaching and learning process (Genc et al., 2010). Furthermore, among the nine roles variation of the repetition stated above, it is then realized that not all utterances and statements were intentionally repeated but some of them were expressed un-intentionally (Jackson, 2016). Besides, some others were uttered as allo/self-repetition which means the speaker repeats their own prior words or phrase (Murata, 1995). These two notions emphasize that female teachers themselves for this present research will employ those stated role variations whether planned to be or not specifically since research on female spoken discourse related to repetition is till rarely to be found. Thus, this current research tried to investigate it deeper to see what and how repetition on its' roles appear in one particular gender (female) in the EFL teaching process.

a. Repetition as Participatory Listenership

Basically, this role shows that the teachers paid attention on the on-going conversation among them and the students. Having five to six meetings been observed and analyzed for both teachers the data saturation on the employment of this role of repetition showed that this role was frequently used as strategy to maintain the conversation and to allow the teacher maintain the flow of materials going properly and appropriately as Atoofi (2018) stated that repetition can be used as one of the important strategies in second-language classroom.

b. Ratifying Listenership

This second role of repetition was also appeared more by both subject of this study. It was found and observed that, this role is one of the main repetitions to be used specifically to provide faith for the students to maintain their confidence in uttering their idea when asked by the teachers to show their specific opinion including to speak up their answer.

Since this role variant of repetition strongly provide ratification or judge on what students saying, this also support the notion on the effective communication among the teachers and the students during the teaching process. It showed

appreciation on the students' bravery to express their idea particularly when what was uttered was totally correct based on the talking topic of the on-going lesson.

c.   Expanding
     Among the other roles variation of repetition, expanding appeared to be modus (the most frequently used) by both subject of this present study. This role was never absent to be employed in every single meeting of the teaching process. Based on the data analysis, it is interpreted that there are two reasons on why this role appeared the most:
1)   The necessity of clarification and clarity of the teaching topic
     From some extract, as stated that expanding supports the clarity of one particular topic, we can see that the teacher tried to expand her explanation on the topic by continuing repeating some phrases such as "doubleki subjeknya" (the subject is double). The explanation is the part of the expanding itself.
2)   To state the stance of the speaker (teacher)
     Expanding is possible to be used to maintain one personal stance or belief on one particular topic. It happens when the speaker tried to ensure the students that something which they were talking about is contradictive. In such condition the teachers repeated particular phrasee while adding some explanation.

d.   Evaluation through Patterned Rhythm
     Dealing with the finding related to this role, the analysis showed that to create positive impression for the students when teaching is totally necessary. The female teachers in the transcript served the students explanation with various patterned rhythm on their speaking.
     As exemplified in the findings, what was repeated in this role of repetition was focused on the sound at the end of particular words or phrase (communication, information, comprehend, apprehend, etc). still on the line, some repeating words with particular pattern and provided by distinctive intonation are also included as the part of this repetition role.

e.   Humor
     Underlying the situation in the class or when the teaching puts the attention to the students focus condition, sometimes the class is too serious, clumsy, or silent with no tendency to get fun, based on the analysis the finding showed that intermezzo, or simple ice-breaking is a need.
     Teachers hold important role to present a sense of humor to the students. Repetition and its' roles were there to be a choice. It sounds simple but practically. Playing with words or phrase in our oral communication is a temporary solution to break the ice in the clumsy silent over serious class. The data and transcript support this notion.
     Based on the complete transcript the teacher tried to attract the students' attention to break the tension in the class. In some condition for example the teacher stated phrase "conspiration theory". The phrase was not the topic of the

lesson, but one of the students stated the phrase and then teacher used it to do repetition with slight expanding to present a sense of humor in the teaching process.

2. The Way the Teachers Decide to Employ the Roles of Repetition through their Oral Communication during the Teaching Process
    In line with the observation result, in the interview, the teachers mentioned that in the process of teaching they tend to employ the roles of repetition both intentionally or unintentionally. The statement is strongly supported by the idea of Simon (1977) that there will be two types of decision which one person chooses to be taken namely programmed and unprogrammed decision.
    Going further on the Simon Idea related to the way people think to decide one decision by highlighting the interview result of the research subject from this study as stated by Dewey (1910) that the teachers arrange their decision into three stages by considering:
What is the problem?
What are the alternatives?
Which alternative is best?
    The notion of Dewey is in the same sense and purpose of the stages of decision provided by Simon which is taken as the source theory of this study to meet the aim of the second research question of this study itself.

a. Identification
    Based on the collected data, the researcher knew that both the research subjects implemented and employed the roles of repetition through their spoken discourse during the teaching process by firstly doing identification.
    It can be clearly seen by having the interviewees providing explanation that:
1) They plan to choose the occasion to employ the repetition in their oral explanation
2) They first try to invent and analyze the possible course of action to employ the repetition
3) Having a clear identification on the two things before they consider appropriate repetition roles to be implemented
4) Finally, they consider if the roles of repetition used before are still appropriate to be used in the coming explanation
    These "yes-no" questions get developed to details in the second stage of decision making showed by the teachers.
    Dealing with those four points above, they planned, invented and analyzed to employ the role of repetition by considering the current condition of the students in the classroom. It enlightens the gate for the teachers to do improvisation later on when doing repetition in their explanation.

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b. Determination

In this phase, based on the interview data, it was obtained that the teachers determined toughly on various things related to the employment of the repetition in their oral explanation during the teaching process.

Highlighting the teachers' responses on the questions to see if the teachers do determination, it was highly proven that those teachers specified not only on the particular occasion they choose to do repetition but also emphasize what are the roles of repetition they implemented, what gestures (course of action) came with the use of the repetition as well as to determine to what extent it is necessary to employ the identical role of repetition in the coming statement.

Students' responses and the classroom environment were the two major points to determine by the teachers. However, in the further determination the grade or the level of the materials difficulties were also the issues to be thought thoroughly.

c. Evaluation

In his phase the teachers come to the end of the decision to take. The teachers evaluate two major things. In relation to the interview data obtained, there were two major points to evaluate to see the teachers' way in deciding to employ the role of repetition in their oral explanation during the teaching process namely:

1) The teachers need to make judgement on whether or not the use of the roles of repetition in their oral explanation sees the purpose of the teaching
2) The teachers need to evaluate their judgement then to give reasons on why it is important to keep employing repetition in their coming teaching through their spoken discourse

In line with those two points above, in the point number one the data showed that their judgement was positively support the notion that repetition was strongly supporting their explanation to find the target of the teaching process to the students. Having the students provide correct and satisfying responses on the questions related to prior explanation strengthened the teachers' belief that their decision to employ repetition was correct.

Another reason showed in the interview was that humor, and patterned rhythm created particular impression for the students to maintain their focus, will of paying attention as well as to break the tension when providing though materials such in some issue of grammatical explanation.

Further in the elaboration of the second point above, it was necessary for the teachers to think deeply and thoroughly the necessity to employ more and more identical repetition in another coming part of the explanation. Based on the data, it was supported that, the utilization of the identic roles of repetition in various occasion during the teaching process support the teacher to meet three goals of their teaching purposes:

1) Maintain the students' attention to be able to grasp the explanation
2) Break down the tension of the teaching environment to be more enjoyable

3) To provide opportunities for the teachers to think temporally when are being in the blank mind condition

CONCLUSION

Based on the findings which are explained in the discussion about the various roles of repetition in Female EFL teachers' spoken discourse, the researcher then drew the conclusion. The conclusion covers all of the research questions of this study as follows: (1) When providing teaching and learning process for the students, based on the first research question of this study, the female EFL teachers in SMA Insan Cendekia Syech Yusuf Gowa implement various roles of repetition which almost show the existence of all kinds of the repetition roles but there are only five dominant roles appears namely Repetition as participatory listenership, Ratifying li stenership, Expanding, Evaluation through patterned rhythm, and humor. However, Expanding is the most frequently used by both female EFL teachers. The main reason is that expanding will always be necessary not only to elaborate explanation but also to strengthen the teachers' stance on one or some particular statements during the interaction (dialogue and other kind pf spoken discourse). In line with it, the existence and the appearance of the repetition roles in the female EFL teachers' spoken discourse of SMA Insan Cendekia Syech Yusuf Gowa tend to be spontaneous. It happens unintentionally, the teachers apply it refers to their habit. (2) In relation to the second research question of this study on how the teachers decide to implement the various role of repetition in their spoken discourse, those teachers apply three steps: identification, determination, and evaluation. However, one thing for sure, those three steps applied not to all kind of condition which means only when the teachers implement particular roles of repetition such expanding and evaluation through patterned rhythm. Furthermore, the condition of the students and the class atmosphere and circumstances are the main considerations for the teachers in identifying, determining, and evaluating before deciding three important thing which are what's the problem to implement repetition roles, what the repetition roles should be implemented, and which one of the roles is the best to be the alternative.

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