Teaching English as a Foreign Language Journal ISSN 2961-9963
Vol. 5, No. 2, October 2026, pp. 149-165

Repair varieties in Ahok's and Anies' interviews on the 'What Is Up, Indonesia? (WIUI)'

Krisna Weny [a,1]*, Nurlela [a,2], Alemina Br. Perangin-angin [a,3], Rusdi Noor Rosa [a,4], Rahmadsyah Rangkuti [a,5]

[a] Universitas Sumatera Utara, Jl. Dr. T. Mansur No. 9, Medan, 20155, Indonesia
[1]krisnaweny18@gmail.com*, [2]nurlelamajrul@usu.ac.id, [3]alemina@usu.ac.id, [4]rusdinoor@usu.ac.id, [5]rangkuti@usu.ac.id

* Corresponding author

ARTICLE INFO

Article history
Submitted 13 July 2026
Revised 25 September 2026
Accepted 28 September 2026
Available Online 12 October 2026

Keywords
Conversational Analysis
Repair varieties
Operations of self-initiated repair

ABSTRACT

Conversation Analysis (CA) examines how people manage communication in real-time interaction. One important mechanism in talk-in-interaction is repair, including repair varieties and operations of self-initiated repair. However, studies on these phenomena in Indonesian political media interviews remain limited. This study analysed the repair varieties and operations of self-initiated repair used by Ahok and Anies in interviews on the What Is Up, Indonesia? (WIUI) YouTube channel. The objectives were to identify the repair varieties and operations of self-initiated repair used by Ahok and Anies, explain how they used them in different conversations, and explore why they use different repair varieties and operations of self-initiated repair. This study applied CA frameworks and employed a qualitative method. The data consisted of words, phrases, clauses, sentences, and non-lexical hesitation markers. The findings revealed that Ahok used four repair varieties and four operations of self-initiated repair, while Anies used two repair varieties and six operations of self-initiated repair. Self-initiated self-repair was the most frequent repair variety. The identified operations of self-initiated repair included replacing, inserting, deleting, searching, recycling, and reformatting, with searching and recycling occurring most frequently. These findings influenced by three factors, namely duration of the video, linguistics choices, and interactional pressure.

The Authors 2026. Published by Universitas Ahmad Dahlan
This is an open access article under the CC–BY-SA license.

How to Cite: Weny, K., Nurlela, N., Perangin-Angin A. B., Rosa, R.N., & Rangkuti, R. (2026). Repair varieties in Ahok's and Anies' interviews on the 'What Is Up, Indonesia? (WIUI)'. Teaching *English as a Foregin Language Journal, 5*(2), 149-165. https://doi.org/10.12928/tefl.v5i2.2333

1. Introduction

Conversation allows people to form, build, and maintain social ties with others. It is more than just the exchange of words; it is a complicated social activity that acts as a platform for determining meaning, creating positions in society, and maintaining connections between individuals. Although it is based on linguistic communication, the dynamics of conversational interaction go far beyond the use of language rules. They include turn-taking, repair mechanisms, adjacency pairs, preference organisation, and other interactional resources that participants use to achieve mutual understanding (Yeomans et al., 2023).

As a result, conversation has received significant scholarly interest, and Conversation Analysis (henceforth CA) is one of the most significant techniques for the scientific analysis of conversation. CA, which emerged in the late 1960s and early 1970s, was pioneered by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson, who tried to reveal the underlying orderliness of ordinary language. Their research showed that conversation is a highly organised kind of social action guided by observable patterns and norms (Koivisto et al., 2023). CA is characterised by an approach that uses the opportunities of recorded conversation as a data source (Gee & Handford, 2012). Several scholars analyse data derived mostly from everyday conversations to explain broad interactional practices and systems, including turn-taking, preference organization, adjacency pair, repair, and so on (Schegloff, 2007).

Repair strategies are widely acknowledged in current studies as essential mechanisms for addressing disfluency or misinterpretation among speakers of all ages and in various discussion-in-interaction situations (Cheng et al., 2018). Discussion-in-interaction speakers frequently encounter difficulties or obstacles with speaking, hearing, or interpreting the discussion. Therefore, the study of repair used as an index for improved communication as a positive response to disfluency or misinterpretation in conversation (Tetnowski et al., 2020). Hutchby & Wooffitt (2008) refer repair as repair varieties. According to them, there are four repair varieties, namely self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and other-initiated other-repair. Furthermore, operations are required for fixing a source of issues in a current conversational turn and to revise it in a manner that significantly impacts the conversation. Hayashi et al. (2013) propose ten operations of self-initiated repair, namely replacing, inserting, deleting, searching, parenthesizing, aborting, sequence-jumping, recycling, reformatting, and reordering. Together these actions show that speakers actively manage their speech to communicate clearly and maintain control of the conversation while ensuring their ideas are understood and their utterances remain coherent (Sacks et al., 1974).

In spoken interaction, communication breakdowns are natural occurrences; speakers may hesitate, misspeak, or misunderstand one another. People correct or clarify what they say in real time to keep the understanding of the conversation clear and to make sure that the flow of speaking goes on smoothly without any interruption or confusion. Scholars have known for a long time that repair serves as a key tool for keeping shared understanding alive during conversations and helps participants deal with any problems that arise when someone has difficulty speaking, hearing, or interpreting what is being said (Sacks et al., 1974). Politicians apply repair strategies in interviews to add a layer of persuasion because they aim to show authority influence the balance of power and manage how the audience perceives them in a way that supports their goals and strengthens their position (Konzett-Firth, 2023). Research in political communication shows that politicians often reformulate their answers adjust what they say and change their responses carefully to guide the discussion control what topics are emphasised reduce the risk of being held responsible and create an image of themselves that convinces and persuades the people they are speaking to (Fu, 2024). Repair in political interviews becomes not only a way to fix misunderstandings or difficulties in communication but also a conscious action that demonstrates a politician's character shows how much authority they have and reveals the ways they can manage and control the flow of interaction during the conversation (Gafaranga, 2025).

In Indonesia, people hold political interviews in very public settings like television programs and online talk shows where well-known public figures including Basuki Tjahaja Purnama who is widely known as Ahok and Anies Rasyid Baswedan take part in lively discussions about leadership governance and social issues that affect the country and the everyday lives of citizens. Ahok often speaks in a very direct and forceful way and during his conversations he frequently performs a wide variety of repair actions such as fixing his own statements on his own initiative having others prompt him to correct his own words responding to corrections from others and correcting what others have said all while he repeatedly recycles parts of his speech and searches for the right words which appear as the most common methods he uses to repair his own statements (Hatherell & Welsh, 2017). In comparison Anies tends to tell stories and share experiences in a more narrative style and he engages

in repair mostly by fixing his own words on his own initiative or adjusting what others say with his own intervention while similarly relying heavily on recycling parts of his sentences and searching for the correct wording as the main techniques to manage self-initiated repairs (Sutrisno et al., 2024). Programs like *What Is Up Indonesia* (WIUI) show that these conversational repairs serve not just to address problems that arise in interaction but also to build the public personas of politicians, communicate their ideological viewpoints, and carefully shape and preserve the way the audience perceives them over the course of the discussion, in ways that influence how people understand their positions and authority in the political arena (Arkan & Hanayeen, 2025).

Researchers have explored how people fix misunderstandings and manage conversational flow in many different social situations and have looked closely at the ways participants correct themselves or each other when speaking listening or trying to understand what is being communicated which reveals patterns in communication that show how people keep conversations going smoothly and avoid confusion. One of the early detailed studies was conducted by Aleksius (2021) who studied how Indonesian students learning English as a foreign language in the English Education Study Program at Widya Mandira Catholic University carried out repair actions during classroom interactions. Secondly, Al Maktoum et al. (2025) examined repair strategies that students perform in an online educational setting. Thirdly, Manila et al. (2022) examined communication repair in virtual academic discourse during COVID-19 pandemic. In another study, Rahayu (2013) examined repair strategies in television talk shows. This study investigated repair strategies that Ahok used in television talk shows. Lastly, Asgede (2024) examined a detailed analysis of self-repair in Tigrinya, focusing on trouble sources, repair mechanisms, and repair outcomes.

There are several aspects that make the present study different from previous study. First, the previous studies examined conversational repair in classrooms, television talk shows, presidential debates, and daily interactions but mostly focused on educational or informal settings while repair in high-pressure political interviews received little attention. Second, while the previous studies either focused on repair varieties or operations of self-initiated repair separately, this study integrates both by analysing how repair varieties and operations of self-initiated repair are strategically employed by political figures with contrasting communicative styles. Third, while the previous studies ignored the factors that influence the occurrence of repair, this study identifies factors such as linguistic choices, and interactional pressure. Fourth, while the findings of the previous studies rarely discussed the implications for second-language (henceforth L2) learning and teaching, the findings of this study have implications for L2 learning and teaching.

This study compares how Ahok and Anies manage repair in two interviews on the *What Is Up Indonesia (WIUI)* YouTube program which has not been studied before and shows how politicians handle conversational difficulties under public and institutional pressure. This study analysed the repair varieties used by Ahok and Anies, the operations of self-initiated repair used by Ahok and Anies, and the purposes of different repair varieties and operations of self-initiated repair used by Ahok and Anies on the *What Is Up Indonesia (WIUI)* YouTube channel were selected as data sources *Tackling Hope Political 'Darkness' and Unhinged* Memes featuring Basuki Tjahaja Purnama (nicknamed Ahok) and *The Fault in Our Education Political Islam and Gen Alpha Slang* featuring Anies Baswedan. Ahok and Anies were chosen because they are well-known Indonesian political figures and former Governors of Jakarta with extensive experience in public speaking and media interactions. Their positions as nationally recognised public officials make their speech highly accountable, carefully managed, and prone to display a range of repair varieties during conversation (Lestanata, 2023; Wahyuningtyas, 2017).

2. Literature Review

Conversation is constant across cultures because everyone takes turns speaking and listening, and these turns are not done in isolation but are instead structured into sequences of other turns (Floyd, 2021). Therefore, in a conversation, most of what is said can't be planned ahead of time because neither party knows how the other will respond. There are times when we can guess what the other person might say, but not all the time. In analysing the phenomenon of conversation, we

seek to ascertain the specific conditions, resources, and processes that facilitate the emergence of collaboration and shared agency (Gallagher, 2020). This perspective is related to the present study because political interviews make speakers to formulate responses spontaneously.

2.1. Conversational Analysis

Conversational Analysis (henceforth CA) studies how people talk to each other and organise their speech to communicate meaning and manage interaction. CA focuses on small conversation structures, such as turn-taking, repair, and sequence organisation, to show how language shapes social interaction and keeps communication flowing (Mey, 2001). Repair is related to CA because it provides insight into how speakers deal with problems that occur during real-time conversation. There are four varieties of repair include self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and other-initiated other-repair. Hayashi et al. (2013) propose ten operations of self-initiated repair, namely replacing, inserting, deleting, searching, parenthesizing, aborting, sequence-jumping, recycling, reformatting, and reordering. Speakers use them to modify or resolve trouble sources that arise during conversation. These operations function as practical methods for addressing problems occurring within a conversational turn and for revising the utterance in ways that maintain the progressivity of interaction.

2.2. The Purposes of Self-Initiated Repair and Other-Initiated Repair

According to Heesen et al. (2022) there are six main purposes of self-initiated repair in a conversation, namely to check and adjust one's own speech, fix mistakes, find the appropriate words, add additional information, remove the troublesome segment entirely, and restructure the utterance. Furthermore, Heesen et al. (2022) proposes two main purposes of other-initiated repair in a conversation, namely as a problem signal from the listener and correction from the listener and correction from the speaker.

3. Method

This study used qualitative design with CA approach. Creswell (2009) said that qualitative research is a technique to look into and comprehend the meanings that people or groups give to social or human issues. A qualitative CA approach was appropriate because this study focused on examining how repair is produced in naturally occurring conversation rather than identifying the frequency of repair statistically.

The data of this study consisted of words, phrases, clauses, sentences, and non-lexical hesitation markers such as *ehm, uh, err, ee, ah*, and *um* that contained repair phenomena produced by the interviewees Ahok and Anies, as well as the interviewers Abigail and Andovi, during their two different interviews on the *What Is Up, Indonesia? (WIUI)* YouTube channel. These interviews were chosen for real spontaneous speech in a public media setting. Ahok and Anies spoke freely giving rich examples for repair analysis. Transcripts used the Jeffersonian system to capture repair details. The study focused on self-initiated and other-initiated repairs and ten repair operations. Ahok's transcripts are labelled as WIUI-AH-(transcript number) and Anies' are labelled as WIUI-AN-(transcript number). However, the two interviews didn't represent all political interactions. They were selected as information-rich cases that provide many instances for examining repair in political media interaction.

The main data came from two *What's Up Indonesia* YouTube interviews titled *Tackling Hope Political*- Basuki Tjahaja Purnama (Ahok) and *The Fault in Our Education Political Islam and Gen Alpha Slang*- Anies Baswedan. The channel allows unscripted talk by public figures making it suitable for analysis. Ahok's interview is available at https://www.youtube.com/watch?v=92XASwVj78g&t=575s. The duration of Ahok's video is 1:03:30. Meanwhile, Anies' interview is available at https://www.youtube.com/watch?v=jfTI-Um7msY&t=487s . The duration of Anies' video is 1:17:21. The links were accessed on December 19 2025. The two selected episodes were chosen because they provided longer and relatively natural interaction, obvious interviewer-interviewee exchanges, and sufficient instances of repair relevant to the research questions. Therefore, the selection focused on the richness of the interactional data rather

than on the number of episodes. The recordings were transcribed using the Jeffersonian transcription system to capture interactionally relevant details, including pauses, repetitions, cut-offs, overlaps, and other features necessary for identifying repair. The analysis focused on self-initiated and other-initiated repair and the ten repair operations proposed in the theoretical framework. Ahok's transcripts are labelled as WIUI-AH-(transcript number), while Anies' transcripts are labelled as WIUI-AN-(transcript number).

The data were collected by using procedures proposed by ten Have (2007) getting the recordings, transcribing the selected recordings, and identifying the varieties of repair. In addition, the data in this study were analysed by using the model of data analysis proposed by Miles et al. (2014), which involved four phases: data condensation, data display, and conclusion drawing/verification.

4. Findings and Discussion

4.1. Findings

a) Repair Varieties Used by Ahok and Anies

The identification of interview entitled *Tackling Hope, Political 'Darkness', and Unhinged Memes - Basuki Tjahaja Purnama (Ahok)* revealed 25 utterances produced by Ahok that contained repair varieties. The unit of analysis was utterances. Self-initiated self-repair occurred most frequently (70.83%), followed by other-initiated self-repair (12.50%), other-initiated other-repair (4.17%), and self-initiated other-repair (12.50%). Meanwhile, the interviewers also produced repair varieties. Abigail produced one utterance of other-initiated self-repair (25%), one utterance of other-initiated other-repair (25%), two utterances of self-initiated other-repair (50%). In addition, Andovi produced two utterances of other-initiated self-repair (50%) and two utterances of self-initiated other-repair (50%).

On the other hand, analysis of interview entitled *The Fault in Our Education, Political Islam, and Gen Alpha Slang - Anies Baswedan* revealed 118 utterances produced by Anies that contained repair varieties. The unit of analysis was utterances. Self-initiated self-repair occurred most frequently (98.31%) and self-initiated other-repair (1.69%). Meanwhile, the interviewer also produced repair. Andovi produced two utterances of self-initiated other-repair (100%). Table 1 presents the repair varieties used by Ahok and Anies will be displayed.

Table 1. Repair Varieties Used by Ahok and Anies

Interviews	Interviewees/ Interviewers	SISR	OISR	OIOR	SIOR	Total
Tackling Hope, Political 'Darkness', and Unhinged Memes - Basuki Tjahaja Purnama (Ahok)	Ahok	17 (70.83%)	3 (12.50%)	1 (4.17%)	4 (12.50%)	25 (100%)
	Abigail	– (0%)	1 (25%)	1 (25%)	2 (50%)	4 (100%)
	Andovi	– (0%)	2 (50%)	- (0%)	2 (50%)	4 (100%)
The Fault in Our Education, Political Islam, and Gen Alpha Slang - Anies Baswedan	Anies	116 (98.31%)	–	–	2 (1.69%)	118 (100%)
	Abigail	–	–	–	–	–
	Andovi	–	–	–	2 (100%)	2 (100%)

Based on the findings, both Ahok and Anies frequently used SISR. Two factors appear to influence Ahok's use of **SISR.** First, Ahok's repair was primarily influenced by his linguistic choices, as can be seen in the sequence **"the essence → the essential preparation meditation."**

WIUI-AH-8 (19:41-19:59)

Andovi : But what would you encourage young Ahok?

Abigail : [To hold on to no matter what.

Andovi [To hold on

Ahok : First, you have to do (.) the most important beginning in your life **→ *the essence the essential*** *preparation meditation heh heh*
Abigail : Meditation.
Andovi : Meditation
Ahok : In the morning.

In excerpt WIUI–AH–8, Ahok uses **SISR** to reformulate his utterance mid-turn continuously. The repair is caused by his linguistic choices as he constructs his response. Ahok uses repair when he has difficulty finding the right term while speaking simultaneously. Specifically, he replaces the noun *"essence"* with the adjective *"essential*". This immediate reformulation highlights the speaker's lexical choices, wherein the speaker evaluates and abandons his initial word choice in favor of a more semantically precise alternative. By shifting from a broad term *"the essence"* to a narrow term *"essential preparation meditation"*, Ahok effectively narrows the scope of his message.

Second, Ahok used **SISR** due to the interactional pressure, as can be seen in the sequence "**→ I see that big guy three big guy."**

WIUI-AH- 13, WIUI-AH- 14 (46:22- 46:52)
Andovi : Pak Ahok we will show [you—
Ahok : [I will tell the truth ya.
Abigail : Yes.
Andovi : If you say meme not funny ah not funny.
Abigail : Unfiltered.
Andovi : Unfiltered. If meme very funny you say very good meme.
Abigail : If you say you don't understand you can call [exactly—
Andovi : [We have specialist from WIUI WIUI meme specialist.
Ahok : Am I safe came out of this room?
Andovi : Yes you very safe coming very safe.
Ahok : Heh heh heh **→ *I see that big guy three big guy.***
Andovi : Yeah, yeah.
Abigail : He is a bit creepy.
Ahok : **→ *They they*** *create this meme. This is danger.*

In WIUI–AH–13, Ahok used **SISR** due to the interactional pressure of responding the questions given, namely describing the meme. Initially, Ahok uttered *"that big guy"*, but he then recognised that there were three big guys in the room. He, therefore, inserted the word *"three"* and changed with *"three big guy."* This repair was finished by Ahok without the intervention of the interviewers. The insertion of *"three"* provides more specific information about the number of people represented in the meme. Thus, the repair demonstrates how Ahok adjusts his utterance online to make his description more precise under the pressure of ongoing interaction.

On another hand, Ahok used **OISR** to complete a repair that was initiated by others and completed by himself.

WIUI-AH-20 (1:01:24-1:01:29)
Ahok : After two only Ganjar still left.
Abigail : What heh heh?
Andovi : ***→Only Ganjar still alive.***
Ahok : ***→Still live still alive.***

In WIUI–AH–20, Ahok used **OISR** due to the interactional pressure of responding to the interviewer's confusion. The repair was initiated by Abigail, who signaled a problem of understanding by asking *"What?"* after Ahok produced the utterance *"After two, only Ganjar still left."* This response created interactional pressure for Ahok to clarify his answer. However, Ahok didn't complete the repair by himself. Andovi, the interviewer, then reformulated Ahok's utterance

as *"Only Ganjar still alive,"* which was followed by Ahok's self-repair, *"Still live still alive."* Thus, Ahok's OISR was used to resolve a momentary problem of understanding and keep the continuity of the conversation.

Meanwhile, there was **OIOR** in the interview, where the interviewer both signaled a problem and provided the correction.

WIUI-AH-21 (49:45-49:51)

Abigail : ***→What? What?***
Ahok : ***→ They will do a character assation.***
Abigail : ***→ [Character assassination.***
Andovi : *[Character assassination.*
Abigail :*I only heard the second part I was like what*

In WIUI-AH-21, Ahok used **OIOR** due to interactional pressure. Abigail initiated the repair by saying *"What? What?",* indicating that she had misunderstanding in Ahok's previous utterance. Her response made an interactive requirement for Ahok to reformulate his real meaning. Ahok then tried to reformulate his utterance by saying, "*They will do a character assation."* However, his production of *"assation"* was not the right form of "assassination." Thus, the repair was caused by the immediate interactional pressure created by Abigail's difficulty in understanding his previous utterance.

Fifth, Ahok used **SIOR** to initiate the repair, and the repair was completed by the listener.

WIUI-AH- 22 (1:24-2:02)

Abigail : *How many, how many hours per day do you spend on [dualingo?*
Andovi : *[dualingo?*
Ahok : *Yeah, at least yah 15 minute a day.*
Abigail : *Ok but [every day*
Ahok : *[But sometimes I spend four hour a day.*
Abigail : *Four hour.*
Andovi : *Wow.*
Abigail : *Wow.*
Ahok : *That depend on the tournament.*
Abigail : *Heh heh*
Andovi : *Heh heh*
Ahok : *If they said uh extra XP, triple XP, 30 minutes more (0.2) you pay for another 15 minutes.*
Abigail : *You pay?*
Ahok : *I keep doing that.*
Andovi : *Heh heh, so Dualingo if you ever need an ambassador*
Abigail : *Exactly yes.*
Andovi : *You know to call Pak Ahok.*
Ahok : *But they never (0.2)* ***→ uh***
Abigail : ***They never called you.***
Ahok : *Yeah. Maybe they underestimate me. Heh heh*

In WIUI–AH–22, Ahok used **SIOR** due to linguistic choices, as he faced trouble in selecting the right word to complete his utterance. He uttered the phrase "*But they never uh,"* followed by a brief pause, which indicates a moment of lexical searching during speech production. Ahok had difficulty in searching for the appropriate word to finish his utterance. Abigail consequently provided the possible answer, *"They never called you."* Thus, the repair was related to Ahok's difficulty in finding the appropriate linguistic expression rather than to the difficulty of the interview topic or question. This excerpt demonstrates how lexical searching can lead to a self-initiated repair sequence in spontaneous conversation.

On the other hand, Anies used **SISR** and **SIOR** in the interview. Anies used **SISR** to correct his own words by substituting the phrase, as can be seen in the excerpt below:

WIUI – AN- 54 (34:16-34:34)

Anies : Let me give you example of persenyawaan
Andovi : Okay.
Abigail : Yep.
Anies : H2O.
Andovi : Right.
Abigail : Okay.
Anies : Which is.
Andovi : Hydrogen and two oxygen.
Anies : Okay.
Andovi : Yeah.
Anies : That is persenyawaan.
Abigail : Mm-hm ((acknowledgement)).
Anies : It is hydrogen and [oxygen.
Andovi : [Oxygen
This is the term → ***I don't kn — I don't have***
Abigail : Yeah.
Andovi : Yeah yeah yeah.
Anies : ***→ the the equivalent in English.***

In WIUI–AN–54, Anies used **SISR** due to linguistic choices. While describing the scientific concept of persenyawaan, which consists of hydrogen and oxygen, Anies realised that he could not immediately provide the equivalent English term. This problem is shown in the sequence, *"I don't kn— I don't have the equivalent in English."* Rather than correcting a wrong statement, Anies repaired his utterance because he had difficulty choosing the appropriate lexical item in English. Therefore, the repair is related to linguistic choices during speech production. In addition, the repair was also influenced by interactional pressure because Anies needed to continue his explanation in English as the interviewee. However, the pressure was not caused by a difficult question or misunderstanding from the interviewers. Instead, it was caused by Anies' need to maintain the clarity and continuity of his explanation.

In addition, Anies used **SIOR** to initiate a repair of his own words, but the repair was completed by the listener.

WIUI-AN- 118 (1:06:14-1:08:07)

Anies : You wanna have a company that runs well choose the right CEO.
Andovi : Yeah.
Anies : You wanna have your your coffee shop runs well,
Abigail : Yep.
Anies : Choose the right manager.
Andovi : Right, right. You wanna have school that runs well right, choose the right [principal
Anies : [Exactly. (0.2). So, start with the leadership.
Abigail : The key is the teacher and
Anies : So, teachers and school principals.
Andovi : Right.
Abigail : Okay.
Anies : So, yes curriculum is good to be revised uh but I often made an analogy like this uh you wanna you wanna apa you wanna shoot with a shooting

target.

Andovi : Yeah.

*Anies : →**You know apa namanya with your → uh***

*Andovi : →**Gun.***

*Anies : →**Gun.***

Andovi : Yeah.

In WIUI–AN–118, Anies used **SIOR** due to his linguistic choices and interactional pressure. The repair appeared when Anies produced *"You know apa namanya with your uh,"* while explaining an analogy about shooting at a target. The expressions *"apa namanya" and "uh"* signal a lexical acquisition difficulty as Anies searched for the proper English word. Andovi as an interviewer and listener, provided the word "gun," which Anies then repeated. The expressions *"apa namanya"* and *"uh"* indicate a difficulty in linguistic choice as Anies searched for the appropriate English word. Interactional pressure also contributed because Anies was maintaining the conversational floor while developing his explanation.

b) Operations of self-initiated repair used by Ahok and Anies

The analysis of Ahok's interview revealed 20 utterances that contained operations of self-initiated repair. Recycling occurred most frequently (57.1%), followed by searching (28.6%), replacing (9.5%), and inserting (4.8%). Meanwhile, the analysis of Anies' interview revealed 118 utterances that contained operations of self-initiated repair. Recycling occurred most frequently (59.3%), followed by searching (36.4%), replacing (1.7%), inserting (0.8%), deleting (0.8%), and reformatting (0.8%). Table 2 presents the operations of self-initiated repair used by Ahok and Anies.

Table 2. Operations of Self-Initiated Repair Used by Ahok and Anies

Operations of Repair	Ahok	Anies
Replacing	2 (9.5%)	2 (1.7%)
Inserting	1 (4.8%)	1 (0.8%)
Deleting	- (0%)	1 (0.8%)
Searching	6 (28.6%)	43 (36.4%)
Recycling	12 (57.1%)	70 (59.3%)
Reformatting	- (0%)	1 (0.8%)
Total	**100%**	**100%**

In terms of replacing, both Ahok and Anies used this operation in their interviews. Ahok used **replacing operation** to substitute one lexical choice with another until he reached a formulation that better conveyed his intended idea, as can be seen in the following data:

WIUI-AH-8 (19:50-19:58)

*Ahok : You have to do (.) the most important beginning in your life → **the essence the essential preparation meditation heh heh***

In WIUI–AH–8, Ahok used replacing operation when he produced the sequence *"the essence the essential preparation meditation."* This utterance indicated that he experienced difficulty selecting the most appropriate lexical item to express his intended meaning. The progression of related words demonstrates an ongoing process of self-correction and reformulation as he refined his message during speech production.

Meanwhile, Anies used a **replacing operation** to pause and correct his own words, as can be seen in the following data:

WIUI – AN- 53 (34:45-34:48)

*Anies : → **Perse mixing when you are mixing something together***

In WIUI–AN–53, Anies used a replacing operation when he produced the utterance, "*Perse mixing when you are mixing something together."* The word *"perse"* created a trouble source because it did not sufficiently convey the meaning he intended. Recognising this problem, Anies immediately reformulated his utterance to make his explanation clearer and easier for the listener to understand. Rather than repeating or modifying the original word, he replaced it with the more

explicit phrase *"mixing when you are mixing something together,"* thereby performing a replacing operation.

In terms of inserting, both Ahok and Anies used this operation in their interviews. Ahok used **inserting operation** to give additional information without removing the previous structure, as can be seen in the following data:

WIUI – AH- 13 (46:43-46:46)

Ahok : Heh heh heh I see that big guy → ***three big guy.***

In WIUI–AH–13, Ahok used inserting operation. The repair happened when he first produced the phrase *"that big guy"* and eventually inserted the word *"three,"* resulting in the expression *"three big guy."* This repair suggested that the speaker recognised the need to make the reference more specific by indicating the number of people being discussed. By inserting *"three,"* the speaker provided more accurate information and reduced potential ambiguity regarding the referent.

Meanwhile, Anies used inserting operation to add additional meaning and strengthen the meaning, as can be seen in the following data:

WIUI – AN- 36 (19:07-19:11)

Anies : Were being sent to someone from → ***diff completely different field.***

In WIUI–AN–36, Anies used inserting operation when he produced the utterance *"from diff completely different field."* The repair began with the cut-off form *"diff,"* which signaled a disruption in the production of the word *different*. This interruption indicated that the speaker recognised a problem in the ongoing utterance and paused before completing the lexical item. To resolve the difficulty, he consequently produced the full word *different* and inserted the intensifier *completely* into the phrase. The insertion of *completely* served to emphasise the extent of the difference being described, thereby strengthening the intended meaning and making the message more explicit for the listener.

In terms of deleting, Anies used this operation in his interview. Anies used **deleting operation** to remove the problematic part in his utterance, as can be seen in the following data:

WIUI – AN- 31 (16:48-16:56)

Anies : Yes, and I need to answer those questions and the answers has to be incor →
here we go the answer is on a separate paper.

In WIUI–AN–31, Anies used a deleting operation when he interrupted and revised his own utterance. The repair began with the phrase *"the answers has to be incor,"* in which the truncated form *incor* signaled a problem in speech production. This cut-off indicated that the speaker encountered difficulty while attempting to produce the word *incorporate* and chose to stop before completing it. Rather than continuing or correcting the problematic item within the same utterance, Anies abandoned the incomplete segment altogether. He subsequently produced a new statement, *"here we go, the answer is on a separate paper,"* thereby demonstrating a deleting operation.

In terms of searching, both Ahok and Anies used this operation in their interviews. Ahok used **searching operation** to find the correct lexical item while maintaining control of the conversation, as can be seen in the following data:

WIUI – AH- 16 (53:48-53:57)

Ahok : He is a anchor in the Metro TV.

Abigail : Mm-hm ((acknowledgement)).

Ahok : He invite me as → ***uh (0.2) apa ya ya is a guest.***

In WIUI–AH–16, Ahok used a **searching operation** when he paused and searched for an appropriate word during the utterance, *"He invite me as ◊ uh (0.2) apa ya is a guest."* The repair occurred after the phrase *"He invite me as,"* where he temporarily halted his speech before producing the next lexical item. This interruption indicated that he encountered difficulty retrieving the most suitable word to describe his role in the television program and required additional time to formulate

his intended message accurately. To manage this problem, Ahok produced the filler *uh*, paused briefly for 0.2 seconds, and then uttered the Indonesian expression *"apa ya,"* which is commonly used when speakers are attempting to recall a word or determine the most appropriate expression. These features served as indicators of a searching operation, as they reflected the speaker's effort to locate the desired lexical item before continuing his utterance. Through this repair, Ahok maintained control of the conversational floor while working through the word-search process and ultimately completed his message with the phrase *"is a guest."*

Meanwhile, Anies used a **searching operation** to signal temporary difficulty in speech planning, as can be seen in the following data:

WIUI-AN-3 (2:29-2:59)

Anies : First of all, let me also said with you why Anak Abah become a term
Andovi : Okay.
Abigail : Mm-hm ((acknowledgement)).
Anies : That was used by so many. So, one day Tia was on a podcast, and then she was asked (.) ***→ uh uh few questions and the way she answered is by using the term Abah, whenever she refers to me. You know? and the uh the host Merry Riana,***
Andovi : Okay.
Anies : Uh she asked her uh, can all other people call him Abah?

In WIUI–AN–3, Anies used a searching operation. The repair appeared in the utterance, *"was asked (.) → uh uh few questions,"* where the repeated non-lexical hesitation markers *"uh uh"* signaled a temporary disruption in speech production. This hesitation occurred as the speaker was planning the noun phrase that followed the passive construction *"was asked."* The repeated filler indicated that Anies was experiencing a brief difficulty in formulating the next part of his utterance and required additional time to retrieve and organise the intended expression. To manage this difficulty, Anies inserted the fillers *"uh uh,"* which allowed him to maintain the conversational floor while searching for the appropriate words. Rather than immediately producing the phrase *"a few questions,"* he temporarily suspended the progression of the utterance and engaged in a lexical search process. A similar repair can be observed later in the utterance, *"the uh the host Merry Riana."* In this case, Anies repeated the determiner *"the"* and inserted the hesitation marker *"uh,"* indicating another instance of a searching operation. The interruption suggested that he momentarily paused the development of the noun phrase while determining the most appropriate formulation. After completing the search process, he successfully produced the phrase *"the host Merry Riana."*

In terms of recycling, both Ahok and Anies used this operation in their interviews. Ahok used **recycling operation** to restart the utterance from the same point rather than adding new information, as can be seen in the following data:

WIUI – AH- 1 (8:59-9:04)

Ahok: You know that's why if you look at ***→ my my car's plat number.***

In WIUI–AH–1, Ahok used a recycling operation. The operation began when he said, "*if you look at my my car's plate number,"* where the repeated word *"my"* signaled a small interruption in the flow of his utterance. This repetition suggested that he shortly hesitated while planning the next part of his statement and required a short moment to organise his thoughts before continuing. Rather than replacing or modifying the word, he repeated it exactly as it had been produced, indicating the use of a recycling operation. By recycling the word, he restarted the utterance from the same point without introducing any new information, which helped him maintain the continuity and coherence of his speech while retaining control of the conversational turn. The repetition provided him with additional processing time to prepare the remainder of the sentence and continue speaking without losing the listener's attention. As a result, the conversation progressed smoothly without noticeable confusion or lengthy pauses.

Meanwhile, Anies used **recycling operation** to show he needed extra time to structure the sentence, as can be seen in the following data:

WIUI – AN- 11 (5:04-5:13)

Anies : → ***When when they were little uh I often come to their bedrooms uh in the evening before they go to bed and tell stories.***

In WIUI–AN–11, Anies used a recycling operation in his utterance, "*When when they were little, uh, I often come to their bedrooms, uh, in the evening before they go to bed and tell stories."* The repair was provoked by the repetition of the temporal conjunction *when* and the use of the non-lexical hesitation markers *"uh,"* which functioned as indicators of a momentary disruption in speech production. These features suggested that Anies briefly encountered difficulty in formulating the temporal clause and arranging the sequence of habitual actions he intended to describe. As a result, he required additional processing time to organise the structure of the utterance while maintaining the flow of interaction and ensuring that the listener remained engaged. The repetition of *when* at the beginning of the clause, together with the insertion of the filler *"uh,"* reflected a temporary pause in speech planning. These elements indicated that the speaker momentarily delayed the progression of the utterance in order to prepare the upcoming segment while retaining control of the conversational turn. By repeating the same lexical item rather than replacing it with a different expression, Anies demonstrated the use of a recycling operation. Through this operation, he resumed the utterance from the same point, allowing himself extra time to formulate the following clause without interrupting the coherence of the message. Furthermore, the repeated use of the filler *"uh"* reinforced this repair process by signaling hesitation and creating brief pauses that facilitated ongoing speech planning.

In Anies' interview there was one utterance containing **reformatting.** Anies used reformatting to express the intended meaning more clearly. It will be displayed below.

WIUI–AN-112 (1:10:46-1:10:56)

Anies : *So, we as a nation. If we care about education. Then,* → ***we care we need to be caring to our teacher.***

In WIUI–AN–112, Anies used a reformatting operation. The repair occurred in the utterance, *"Then, → we care we need to be caring to our teacher,"* where the sequence *"we care we need to be caring"* served as the trouble source. This sequence indicated a brief interruption in the production of speech as the speaker revised the grammatical structure of the clause. The initial expression, *"we care,"* appeared to be a less precise or incomplete formulation of the intended idea and was immediately reformulated as *"we need to be caring,"* which conveyed the message more explicitly and grammatically. This change suggested that the speaker monitored the ongoing utterance and modified it to communicate the intended meaning more effectively. The repair reflected a momentary difficulty in organising the grammatical structure of the sentence, particularly in constructing a predicate that expressed both obligation and a caring attitude toward teachers.

c) The purposes of different repair varieties and operations of self-initiated repair used by ahok and anies

Ahok used SISR and SIOR, with replacing, inserting, searching, and recycling as the operations of self-initiated repair to check and adjust his own speech, fix mistakes, find the appropriate words, and add additional information. In Ahok's interview there were OIOR and OISR occasionally. The functions of other-initiated repair are as a problem signal from the listener, and then the speaker or the listener gives correction or clearer explanation.

On the other hand, Anies used two repair varieties, namely SISR and SIOR, with SISR being the most frequently used variety. He also used six operations of self-initiated repair, namely replacing, inserting, searching, deleting, reformatting, and recycling, with recycling being the most frequently used operation. Anies used SISR and SIOR and used these operations to check and adjust his own speech, fix mistakes, find the appropriate words, remove the troublesome segment entirely, restructure the utterance, and add additional information.

4.2. Discussion

The findings on the analysis of the repair varieties and operations of self-initiated repair in Ahok's and Anies' interviews on the *What Is Up, Indonesia? (WIUI)* showed that Ahok used SISR, OISR, OIOR, and SIOR. Among these, SISR appeared as the most frequently used variety. In terms of repair operations, Ahok used replacing, inserting, searching, and recycling, with recycling occurring most often. Meanwhile, Anies used SISR and SIOR, with SISR also being the most frequent variety. Regarding the operations of self-initiated repair, Anies used replacing, inserting, deleting, searching, recycling, and reformatting. Similar to Ahok, recycling was the most frequently used operation in Anies' interview.

This study aligns with several previous studies that yielded comparable findings. Firstly, Aleksius (2021), examined repair practices in classroom conversations among Indonesian EFL students in an English Education Study Program at Widya Mandira Catholic University. There are several differences found in this study. First, this previous study used different theory of repair strategy which is the theory of Schegloff et. al. Second, this previous study only focused on other-initiated repair. Third, this previous study showed that repair varieties were used to handle with understanding problems during classroom discussions. It can be concluded that the present study focuses on other repair varieties that had not been discussed in the previous study and finds that repair varieties are influenced by the duration of the video, linguistic choices, and interactional pressure.

Secondly, Al Maktoum et al. (2025), examined repair strategies that students perform in an online educational setting. This previous study and this present study have a similarity, namely the most dominant repair strategy used was SISR. However, there are two differences. First, this previous study used different theory of repair strategy which is the theory of Schegloff. Second, the previous study occurred in online educational settings, which differed from naturally occurring spoken interaction in media interviews. It can be concluded that the present study used different theory of repair varieties and setting.

Correspondingly, Manila et al. (2022) examined communication repair in virtual academic discourse during COVID-19 pandemic. This previous study and this present study have a similarity, namely the most dominant repair strategies used are SISR and SIOR. However, there are three differences namely, this previous study used different theory of repair strategy which is the theory of Braddy & Halle and the previous study occurred in online educational settings, which differed from naturally occurring spoken interaction in media interviews. In addition, the factors that influenced the use of repair varieties were proficiency level and progress in language acquisition. It can be concluded that the present study used different theory of repair strategy and setting and finds that repair varieties are influenced by the duration of the video, linguistic choices, and interactional pressure.

Notably, Rahayu (2013), examined repair strategies in television talk shows. This study investigated repair strategies that Ahok used in television talk shows. There are several differences found in this previous study. First, this previous study found three repair varieties used by Ahok, namely SISR, OISR, and SIOR, however, in this present study it is found that Ahok uses four repair varieties, namely SISR, OISR, OIOR, and SIOR. Second, the most dominant repair varieties used were OISR and SIOR, however, in this present study it is found that SISR is the most dominant variety. It can be concluded that the present study found new repair varieties.

It is also important to note that, Asgede (2024) examined a detailed analysis of self-repair in Tigrinya, focusing on trouble sources, repair mechanisms, and repair outcomes by using CA approach proposed by Schegloff et al. (1977). There are several differences found in this previous study. First, this previous study found five operations of self-initiated repair. Second, Asgede's study was based on naturally occurring oral data from speakers of the Rayya Tigrinya variety, whereas the present study analyses interview data from two Indonesian public figures, Basuki Tjahaja Purnama and Anies Baswedan, in the *What Is Up, Indonesia? (WIUI)* program. Third, in terms of context, Asgede's research is situated in a regional linguistic setting, while the present study is conducted

within a media and political communication context, highlighting how repair is used strategically in public discourse. Fourth, this previous study showed that dialectal variation or tongue slip, wrong word order including focus misplacement, missing constituents, perceived misunderstandings were the factors influenced the occurrence of repair varieties. It can be concluded that this present study found new repair varieties, different data, setting, and new factors influenced the occurrence of repair varieties.

4.3. Pedagogical Implications of Conversational Repair for EFL Learners' Interactional Competence

The findings of this study have pedagogical implications for developing EFL learners' interactional competence. The dominant use of self-initiated self-repair by Ahok and Anies, along with the dominant occurrence of recycling and searching, demonstrates that repair is a common part of impromptu. EFL instruction can introduce these features as useful interactional resources that allow speakers to maintain the conversational flow while managing difficulties in speech production rather than treating them as signs of unsuccessful communication.

5. Conclusion

Based on the findings and discussion, the conclusion can be drawn as the followings: First, both Ahok and Anies used various repair varieties in two different conversations. Ahok used SISR, OISR, OIOR, and SIOR, while Anies used SISR and SIOR. The findings indicated that SISR was the most frequently used repair variety in the interviews. This suggested that both speakers tended to correct or modify their own utterances without requiring intervention from the interviewer. This tendency reflected the general preference for self-repair in conversation, as speakers attempted to maintain clarity, coherence, and control over their speech during interaction.

Second, this study found that Ahok and Anies used several operations of self-initiated repair in the two different conversations. Ahok used replacing, inserting, searching, and recycling, while Anies used replacing, inserting, deleting, searching, recycling, and reformatting. Among these operations, searching and recycling appeared most frequently. Searching occurred when the speaker experienced difficulty in finding an appropriate word or expression and used non-lexical hesitation markers *"uh"* while thinking. Meanwhile, recycling occurred when speakers repeated a word or phrase in order to maintain the conversational floor while organising the next part of their utterance.

Third, the differences in the repair varieties and operations of self-initiated repair used by Ahok and Anies were influenced by three factors, namely video duration, linguistic choices, and interactional pressure. Ahok more diverse of repair varieties, namely SISR, OISR, SIOR, and OIOR, with four repair operations, namely replacing, inserting, searching, and recycling. His use of fewer self-initiated repair operations probably influenced by the shorter duration of his interview, which lasted sixty-three minutes and thirty seconds. Meanwhile, Anies mainly used self-initiated repair and used a wider range of repair operations, namely replacing, inserting, deleting, searching, recycling, and reformatting. This probably influenced by the longer duration of his interview, which lasted seventy-seven minutes and twenty-one seconds.

Acknowledgment

The authors would like to express sincere gratitude to the anonymous editor and reviewers for their valuable feedback on the initial manuscript.

Declarations

Author contribution : The first author determined the problems of the study, developed the novelty of the study, collected the data, and conducted the analysis and discussion of the findings. The second author contributed to the data analysis method. The third author contributed to the review of previous studies. The fourth author identified the research gap. The fifth author contributed to the conclusion of the study.

Funding statement : This study did not receive any funding.

Conflict of interest : The authors declare no conflict of interest.

Ethics Declaration : We as authors acknowledge that this work has been written based on ethical research that conforms to the regulations of our university and that we have obtained permission from the relevant institutes when collecting data. We support TEFL Journal in maintaining high standards of personal conduct and practicing honesty in all our professional practices and endeavors.

Additional information : No additional information is available for this paper.

REFERENCES

Al Maktoum, S. B., Abri, B., & Guirguis, B. M. (2025). Repair strategies in an English as a foreign language online educational setting: A case study of higher education studies. *International Journal of Learning in Higher Education*, *32*(1), 1–19. https://doi.org/10.18848/2327-7955/CGP/v32i01/1-19

Aleksius, M. (2021). Repair practice in the classroom conversations of Indonesian EFL students. *National Research University Higher School of Economics Journal of Language & Education*, *7*(2), 10–24. https://doi.org/https://doi.org/10.17323/jle.2021.11486

Arkan, H. A., & Hanayeen, N. (2025). An analysis of communication strategies used in What Is Up, Indonesia? podcast featuring Anies Baswedan. *ICALCom 2025: International Conference on Applied Linguistics and Communication*, 273–283. https://drive.google.com/file/d/12V5dpRIdctBP3u0TV77tRy9y5KULIsRd/view

Asgede, D. M. (2024). Self-repair in Tigrinya: Trouble sources, mechanisms and solutions. *Dialogue & Discourse*, *15*(2), 85–112. https://doi.org/10.5210/dad.2024.203

Cheng, Y., Yen, K., Chen, Y., Chen, S., & Hiniker, A. (2018). Why doesn't it work? Voice-driven interfaces and young children's communication repair strategies. *IDC 2018 - Proceedings of the 2018 ACM Conference on Interaction Design and Children*, *June*, 337–348. https://doi.org/10.1145/3202185.3202749

Clift, R., & Haugh, M. (2021). Conversation analysis and sociopragmatics. *The Cambridge Handbook of Sociopragmatics*, *April 2021*. https://doi.org/10.1017/9781108954105.032

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (V. Knight (ed.); 3rd ed.). SAGE Publications, Inc.

Floyd, S. (2021). Conversation and culture. *Annual Review of Anthropology*, *50*, 219–240. https://doi.org/10.1146/annurev-anthro-101819-110158

Fu, Y. (2024). A comparative analysis of the use of the discourse marker "but" in a British televised political interview show: A socio-pragmatic perspective. *Corpus-Based Studies across Humanities*, *2*(2), 285–309. https://doi.org/10.1515/csh-2024-0011

Gafaranga, J. (2025). Other-language recalibration repair in broadcast news interviews in Rwanda: Relating to the overhearing audience. *Language in Society*, 1–27. https://doi.org/10.1017/S0047404525101164

Gallagher, S. (2020). Minimal cooperation and shared agency. In A. Fiebich (Ed.), *What in the World: Conversation and Things in Context* (pp. 59–68). Springer. http://www.springer.com/series/10961

Gee, P. J., & Handford, M. (2012). The Routledge handbook of discourse analysis. In *Choice Reviews Online* (Vol. 50, Issue 02). Routledge. https://doi.org/10.5860/choice.50-0712

Hatherell, M., & Welsh, A. (2017). Rebel with a cause: Ahok and charismatic leadership in Indonesia. *Asian Studies Review*, *41*(2), 174–190. https://doi.org/10.1080/10357823.2017.1293006

Hayashi, M., Raymond, G., & Sidnell, J. (2013). *Conversational repair and human understanding*. Cambridge University Press.

Heesen, R., Fröhlich, M., Sievers, C., Woensdregt, M., & Dingemanse, M. (2022). Coordinating social action : a primer for the cross-species investigation of communicative repair. *Philosophical Transactions B*, *377*(1859). https://doi.org/https://doi.org/10.1098/rstb.2021.0110

Hutchby, I., & Wooffitt, R. (2008). *Conversation analysis* (2nd ed.). Polity Press.

Koivisto, A., Vepsäläinen, H., & Virtanen, M. T. (2023). *Conversation analytic perspectives to digital interaction* (Issue January). Finnish Literature Society. https://www.jstor.org/stable/jj.12406181

Konzett-Firth, C. (2023). On the development of interactional competence in L2 French: Changes over time in responsive turn beginnings in peer interactions. *Linguistics and Education*, *75*, 101176. https://doi.org/10.1016/j.linged.2023.101176

Lestanata, Y. (2023). Anies Rasyid Baswedan's political communication in facing the 2024 election. *Jurnal Ilmiah Peuradeun*, *11*(3). ttps://doi.org/https://doi.org/10.26811/peuradeun.v11i3.952

Manila, J. A. R., Beciete, M. B., Belandres, R. A. J., Bensing, J. M., Cabasag, A. S., Camello, J. A., & Ramos, A. L. (2022). Communication repair in virtual academic discourse during COVID-19 pandemic. *Journal of World Englishes and Educational Practices*, *2020*, 70–78. https://al-kindipublisher.com/index.php/jweep/article/view/4185

Mey, J. L. (2001). Pragmatics: An introduction. In *Blackwell Publishing*. https://doi.org/10.4324/9780429451072-1

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (H. Salmon (ed.); 3rd ed.). SAGE Publications, Inc.

Rahayu, G. (2013). *Repair strategies in television talk shows: A conversation analysis* [Universitas Pendidikan Indonesia]. https://repository.upi.edu/27558/

Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). Repair strategies in television talk shows: A conversation analysis. In *Language* (Vol. 50, Issue 4, p. 696). https://doi.org/10.2307/412243

Schegloff, E. A. (2007). Sequence organization in interaction: A primer in conversation analysis. In *Sequence Organization in Interaction: A Primer in Conversation Analysis I*. Cambridge University Press.

Schegloff, E. A., Jefferson, G., & Sacks, H. (1977). *The preference for self-correction in the organization of repair in conversation*. University of California Press.

Sutrisno, D., Martina, M., Karsana, D., Annury, M. N., Adri, A., Damayanti, W., Nurhidayah, A. M., & Juliastuty, D. (2024). Semiotic Analysis of Psycholinguistic Strategies in Indonesian President Candidates' Debates 2024: Unraveling Linguistic Signifiers and Mental Processes in Argumentative Discourse. *Forum for Linguistic Studies*, *65*(5), 943–976. https://doi.org/10.30564/fls.v6i5.7251

ten Have, P. (2007). *Doing conversation analysis: A practical guide* (D. Silverman (ed.); 2nd ed.). SAGE Publications, Inc.

Tetnowski, J. T., Tetnowski, J. A., & Damico, J. S. (2020). Patterns of conversation trouble source and repair as indices of improved conversation in aphasia: A multiple-case study using conversation analysis. *American Journal of Speech-Language Pathology*, *30*, 326. https://pubmed.ncbi.nlm.nih.gov/32551823/

Wahyuningtyas, B. P. (2017). Ahok: The awaited leader? An analysis of leadership communication on Ahok's leadership style. *The 2nd International Conference on Vocational Higher Education (ICVHE)*, 841–847. https://doi.org/10.18502/kss.v3i11.2811

WIUI. (2024). *Tackling Hope, Political 'Darkness', and Unhinged Memes - Basuki Tjahaja Purnama (Ahok)*. YouTube. https://www.youtube.com/watch?v=92XASwVj78g&t=98s

WIUI. (2024). *The Fault in Our Education, Political Islam, and Gen Alpha Slang - Anies Baswedan.* YouTube. https://www.youtube.com/watch?v=jfTI-Um7msY&t=3099s

Yeomans, M., Boland, F. K., Collins, H. K., Abi-Esber, N., & Brooks, A. W. (2023). A practical guide to conversation research: How to study what people say to each other. *Advances in Methods and Practices in Psychological Science*, *6*(4). https://doi.org/10.1177/25152459231183919