



**PRAGMATIC ANALYSIS OF APOLOGIZING STRATEGY USED BY
EFL LEARNERS AT IAIN BATUSANGKAR**

THESIS

Submitted to English Teaching Department of Tarbiyah and Teacher Training
Faculty of IAIN Batusangkar as a Requirement
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Batusangkar, 2 Februari 2022

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ABSTRACT

Widya Restu Utami. NIM 1730104074. Judul skripsi: “**PRAGMATIC ANALYSIS OF APOLOGIZING STRATEGIES USED BY EFL LEARNERS AT IAIN BATUSANGKAR**”. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah tentang penggunaan *Apologizing strategy* serta rendahnya *pragmatic competence* dalam menyampaikan *Apologiizng* pada mahasiswa semester 5 Jurusan Tadris di IAIN Batusangkar. Penelitian ini bertujuan untuk menganalisis *apologizing strategy* apa saja dan yang paling sering digunakan oleh mahasiswa semester 5, yang berperan sebagai responden. Peneliti menggunakan teori *apologizing strategy* dari Banikalif.

Penelitian ini menggunakan metode *descriptive quantitative*. Populasi dalam penelitian ini adalah mahasiswa semester 5 yang berjumlah 67 orang. Pada penelitian ini, peneliti menggunakan teknik *total sampling*. Instrumen yang digunakan dalam penelitian ini adalah *Discourse Completion Test (DCT)*. Hasil validitas instrumen ini dihitung dengan rumus *Aiken* dengan hasil secara umum dari dua validator adalah 1 (valid) untuk aspek keterkaitan indikator dan tujuan, 1 (valid) untuk aspek kesesuaian pernyataan/pertanyaan dengan indikator yang diukur, 1 (valid) untuk aspek kesesuaian antara pernyataan/ pertanyaan dengan tujuan, dan 0,93 (valid) untuk aspek bahasa yang digunakan baik dan benar. Hasil *reliability instrument* adalah 0,60 (*moderate agreement*). Setelah itu peneliti menyebarkan *DCT via google form* kepada *sample*.

Hasil penelitian ini Penelitian ini menegaskan bahwa pembelajar bahasa Indonesia cenderung menggunakan Illocutionary Force Indicating Device (IFID) yang merupakan ekspresi yang sering digunakan oleh penutur asli bahasa Indonesia ketika telah melakukan sesuatu untuk mereka. Responden dipengaruhi oleh beberapa faktor untuk merespon situasi yang diberikan. Budaya asli juga merupakan salah satu faktor yang mempengaruhi pembelajar, menjelaskan alasannya setelah menyebutkan Meminta maaf karena mereka pikir kata maaf yang diuraikan cukup sopan untuk digunakan dalam situasi apa pun. Sejalan dengan itu, strategi untuk Illocutionary Force Indicating Device (IFID) diungkapkan melalui kata-kata “Saya minta maaf ...” dan beri tahu penjelasan atau alasannya. Sehingga dapat disimpulkan peserta didik EFL di IAIN Batusangkar terbiasa dengan Illocutionary Force Indicating Device (IFID) karena dipengaruhi oleh beberapa faktor seperti konteks, situasi, keakraban, dan status

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CHAPTER I INTRODUCTION

A. Background of the Problem

In the millennial era at this time, various kinds of students' behavior are faced, especially in the way students communicate. A way of communication that sometimes doesn't think about the state of the listener's. But, in the English department at IAIN Batusangkar there is a course in pragmatic studies various ways to find out how people communicate. There are several kinds of contexts that the speaker must consider: interpersonal context, cultural context, and situational context. Interpersonal context is the style of each person when communicating. Everyone has different styles, so a speaker must know who he is talking to. "Cultural context" refers to the background within the language community. The most crucial part of social life is language. Participants must be aware of their own standing as well as the interlocutor's background. In identifying who should initiate contact, status is also crucial. When speaking, situational context is an aspect that is perceived from the environment, place, and time. Participants must pay attention to the location of communication as well as the speaker's and interlocutor's relationship. We can conclude from the previous explanation that understanding the context in which we are talking is critical. A course on inter-language pragmatics is offered in semester 5 at IAIN Batusangkar to help students master all of this.

Pragmatics is part of the study of English. In pragmatics there are various kinds of speech acts. One of them is the Apologizing Strategy. The speaker uses the apology strategy as a way to carry out the Apologizing, which aims to prevent misunderstandings between the speaker and the listener in order to avoid conflicts that make them uncomfortable.

Social facts, Apologizing should not be taken lightly. Because there is a big meaning behind this action. Apologizing isn't just a social favor, it's something humans do to be polite. By apologizing to the other person, the person who was hurt no longer feels that we are a threat. Often, an Apologizing can even

ease someone's anger. By apologizing to someone we offended or offended, we validate their feelings and perceptions. That's why apologizing is an important thing to do when you make a mistake. So, sorry if now you have an unresolved error.

Brown, and Levinson (1978) stated Apology is a type of remedial work that involves dividing the speaker into two parts, one who is guilty after offending the recipient, the other aligns himself with the recipient and with the violated norm. By apologizing, the speaker has also paid the debt created by the offence, thereby restoring the balance of the interaction.

Many have conducted research on this Apologizing Strategy before, on average, some researchers took research sources from research that they observed directly to all students at the University and society that occurred in everyday life as well as in interactions at the University itself and but in this study it is different from previous research because the research sources are taken directly from students or using tests.

Based on preliminary informal observations, it is known that the pragmatic ability of students in class is still low. First observation, when a student makes a mistake in front of his teacher and wants to confess, She/he just apologizes by saying "sorry ma'am" without considering whether his apology is acceptable or not. In fact, he has a variety of other apologizing techniques he can use to prevent condescension and increase acceptance of his/her apologizing. To develop successful communication in the target language, speakers and writers must be able to understand pragmatic competencies, which include not only mastery of grammar and vocabulary but also understanding of the target language. This shows that pragmatic competence has a considerable influence on students' ability to understand and describe what is being communicated. To achieve the goal, a person needs to pay attention not only to their words, but also their behavior and some speech cues. As a result, communication is very important in discussions and interactions. Speech act theory is very important in the study of pragmatics. Speech acts are when someone uses words to carry out a task.

The last observation, this situation is one of the observations of researchers in several classes of English Department Students at IAIN Batusangkar. The situation is when a research friend has an appointment with a classmate for group study together. When at the promised time all his classmates were waiting for him, it turned out that he was 1 hour late from the promised hour. Then when he arrived he just relaxed and said "it's been a while huh? Sorry?"

By looking at the speech above, it shows that the speaker does not realize that the speech act of apologizing has failed and shows pragmatic competence. "Sorry guys, I came late from the promise we had agreed on, do you forgive me?" he might tell his disciples who had been waiting for him, as well as his punishment. Teaching and learning activities will actually occur between students and students or teachers and students. An error occurred and must state a promise that occurs frequently in discussions or interactions. But in the delivery must pay attention to the way of delivery. In general, apologizing is an act used to correct a situation, especially a bad situation created by someone's fault.

Seeing the problems mentioned above, researchers are interested in conducting research to describe the Apologizing Strategy Used by EFL Learners at IAIN Batusangkar.

B. Identification of Problem

Having speaking skills to create good communicative skills is the goal of English language education, and to achieve this goal students learn pragmatics. Pragmatics is the study of the relationship between language and speakers in which the meaning of utterances produced by speakers depends on the intended context. One of the classifications of speech acts in representation is Apologizing.

English education students have been given a lot of material and speaking courses from semester 1 to semester 5. However, in reality students still pay less attention and understand what is happening to the listeners. Especially as a student who often communicates well in class and wherever he is.

For example, in an incident in class, when a student made a mistake in front of his teacher and wanted to admit it, but he just apologized by saying "sorry ma'am / ma'am" without considering and explaining why he should apologize. Is

the Apologizing acceptable or not. In fact, he has a variety of other Apologizing techniques he can use to prevent condescending and increase acceptance of his apology.

To avoid misunderstanding and inconvenience between speaker and listener in giving apologies, students use strategies to express it. So that researchers want to know what is meant by the Apologizing strategy used by EFL learners. And this research is entitled "Apologizing Strategy in Learning Used by EFL Learners at IAIN Batusangkar".

C. Limitation and Problem Formulation

Based on the identification of the problem above, the researcher limits the problem in knowing or identifying the Apologizing strategy used by EFL learners at IAIN Batusangkar, the researcher conducts research to answer the following questions:

1. What is the Apologizing strategy used by EFL Learners at IAIN Batusangkar?
2. What are Apologizing strategies used by EFL Learners at IAIN Batusangkar and What is the most frequently apologizing strategies they used?

D. Definition of Key Terms

1. Pragmatics is study of the use of language in communication, particularly the relationship between the sentences and the context in situation. An Apologizing strategy is a way of choosing words or phrases to express one's feelings of guilt for an action or another.
2. Usually an apology is counted as a positive emotion or attitude in acknowledging the wrong that has been done. EFL (English as a Foreign Language) is learning English in a non-English speaking country.

E. Research objectives

The purpose of this study is to describe the Apologizing strategy used by the fifth semester students of the English Teaching Department at IAIN Batusangkar for the 2021/2022 academic year.

F. Significance of Research

The results of this study are expected to provide some contributions to:

1. Student

The result of this study is that students are more daring to express forgiveness when they make mistakes to anyone in their daily activities.

2. Lecturer

The results of this study are expected to be useful for lecturers. She will learn about the different forms of Apologizing. Strategies used by English Department Students and can be used in communication in the classroom.

3. The researcher herself

For researchers, it will increase their knowledge about the strategy of showing apology used by English Department students and also increase their knowledge about communication not only about grammar, but also about how to make someone feel grateful when we admit our mistakes. In addition, the requirements for obtaining a bachelor's degree (S1) at the Department of English Teacher Training IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Pragmatics and ELT (English Language Teaching)

a) Definitions of Pragmatics

According to Yule (1996), the study of the links between language forms and their users is known as pragmatics. Because pragmatics enables humans as the language user into language analysis, one may talk about people's intended meanings, assumptions, purposes or aims, and the kinds of behaviors they are performing when they communicate. In line with definition given by Yule 1996, in Barron (2003) defines pragmatics as the study of language from the point of view of the users, especially the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication.

O'keffe (2011), the term pragmatics is often used in linguistic research to refer to the study of meaning interpretation. Pragmatics is a branch of linguistics that studies how people use language. Language is never used in a vacuum; it is always generated under certain circumstances, and always interpreted in a certain context. The study of invisible meaning, or how we become aware of what is meant even when it is not expressed or written down, belongs to other pragmatic;s. To achieve this, the speaker or writer must be able to rely on a large number of general assumptions and expectations. Pragmatics has to do with people's assumptions, their goals, and the kinds of actions they take when they speak by Yule (1996).

On the contrary, Leech (1983) states People cannot truly comprehend the nature of language unless they understand pragmatics, according to this theory. It is the manner in which a language is communicated. People frequently express their intentions implicitly,

which means that what they say does not have the same semantic meaning as what they mean. Speakers have goals in mind when they say anything that is relevant to the context or situation in which the discourse is taking place. As a result, pragmatics can also be described as the study of how words have meaning in different settings. Furthermore, Leech (1983) redefines pragmatics for the purposes of linguistics as the study of meaning in relation to speech situations.

Furthermore, Cutting (2008) defines Pragmatics and discourse analysis explore the relationship of language to contextual background qualities such as context, text, and function, according to the author. Pragmatics is concerned with what isn't explicitly expressed and how to understand an utterance in different situations. They're more interested with the force of what's said than with its meaning, that is, with what's expressed by the manner and tone.

Learning a language through a pragmatic approach leads to knowing the nature of language. This leads to an in-depth analysis of what message is carried in an utterance by a speaker. This gives the advantage that one can talk about the intended meanings of people, their assumptions, their intentions or goals, and the types of actions performed in speech.

b) Importance of Teaching Pragmatics for EFL Learners

Yule (1996) states the benefit of learning language through pragmatics is that people can express the intentions of others and the important difficulty is that analyzing people's concepts is difficult independently. Pragmatics is interesting because it's about how people understand each other linguistically, but it can be a disappointing field of study because it requires us to understand people and what's on their minds.

Pragmatics in English Teaching is important to acquire students' knowledge of it. Pragmatics will give students the choice to interact with other people. Through pragmatic teaching, students can assume that they

can preserve their own cultural identity, participate more fully in target language communication, and increase control over the strengths and outcomes of their contributions. Students' perceptions of the target language and those who speak it improve when they are exposed to pragmatics in their foreign language. As a result, pragmatics in ELT aids students in learning the language and locating socially relevant languages.

c) Pragmatic Competence for EFL Learners

Bachman (1990) shows that pragmatic competence is related to the relationship between speech and the function that the speaker wants to perform through this speech (illocutionary power) and the characteristics of the context of language use that determine the suitability of the utterance. Leech (1983) claims that we can truly begin to understand the nature of language only if we understand pragmatics, the study of language used in communication. That is, pragmatic competence requires various abilities to use language for different purposes. Based on the explanation above we can conclude that pragmatic competence is important for EFL Learners to understand speech and its meaning to avoid pragmatic failure in communication. Because in communication, not only focus on grammatical but also focus on how language is used in communication to avoid pragmatic failure.

d) The Scope of Pragmatics

Levinson (1983) According to the definition, pragmatics is the study of language use, or the study of the relationships between language and context that are fundamental to an account of language understanding that involves inferring connections between what is said to, what is mutually assumed, or what has been said before. As a result, pragmatics might be defined as the study of how individuals communicate through language. There are numerous types of pragmatics that English learners should be able to grasp when learning pragmatics.

There are many types of pragmatics that English learners should be able to understand when studying pragmatics.

Among them are Deixis According to Yule (1996), Deixis is the technical name for one of the most basic things that individuals do with speech. It comes from ancient Greek and means "to show." It means pointing with words. Deixis is clearly a type of reference that is specific to the speaker's situation. Cooperative principle, When people are involved in a communication, they will cooperate with each other. Presuppositions When people use the term referent, they usually believe that their listeners will know what reference they are talking about. Of course, some of these assumptions are incorrect, but most of them are. Brown and Yule (1983) states As a separation from what the speaker actually said, implicature explains what can be shown, suggested, or intended by the speaker. Speech Act, Speech act is a functional unit in communication. The last is Politeness, in an interaction, can be defined as the means used to show awareness of another person's face.

Based on the explanation above, there are many scopes in pragmatics that must be mastered by EFL learners, including deixis, cooperative principles, presuppositions, implicatures, speech acts, and politeness. These elements will assist EFL students in understanding not only pragmatic competencies but also the meaning of communication and its context.

2. Speech Act

a) Definition of Speech Act

In communication, speakers use language to do things other than describe reality. In addition to making statements such as "Rainbows are beautiful", speakers make utterances with a specific purpose that has an impact on the listener. Saying apologizing, making requests are some of the actions a speaker can take. When people say a sentence, it is not just to say something but more actively to do something.

According to Yule (1996), Speech acts define as the action performed via utterances. When people have conversation, they not only produce utterance but also perform action. There are sorts of things that can be done with words, such as ask questions, give orders, and make promises. Speech act theory, therefore, defines and classifies the speech acts that are realized by language speakers. In the other hand Austin (1962), defined speech act as what actions we perform when we produce utterance.

Then Searle 1969 in Mey (2001)., define that speech act is the unit of linguistics communication is not as has generally been supposed, the symbol, word or sentence, or even the token of the symbol, word or sentence, but rather the production or issuance of the symbol, word or sentence in the performance of the speech acts

b) Levels of Speech act

According to Austin (1962) explains that participants not only use language to say something but to do something and thus speech can be treated as a speech act. There are kinds of levels of speech act :

1) Locutionary

Austin (1962) states that the locutionary act is roughly equivalent to saying a certain sentence with a certain meaning and reference, which is again roughly equivalent to the meaning in the traditional sense. Locutionary acts are speech acts in speech construction, such as making certain sounds or signs, and with certain meanings and references determined by the rules of the language from which they are drawn.

Furthermore, there are three patterns of locutionary acts by which English sentences are constructed. They are declarative when saying something, imperative when giving orders and interrogative when asking questions. Levinson (1983) According to the author, all languages seem to have at least two of these tenses, if not all three.

The locutionary act in the sentence "I just prepared green tea" is the speaker makes the declarative statement "I just made green tea".

2) Illocutionary

Austin (1962) states that illocutionary acts are speeches that have a certain power. It is the action taken in saying something. This is the intention behind the words. It is the act of using speech to perform a function. When saying something, a speaker doesn't just produce a pointless utterance. He formed an utterance with some kind of function in his mind. The formulation of the illocutionary act in saying X, confirms that P Leech (1983). P refers to the basic proposition or meaning of an utterance. In Yule's example "I just made coffee", the speaker makes an offer or statement (Yule, 1996).

Examples of illocutionary acts, such as accusing, apologizing, blaming, congratulating, declaring war, giving permission, joking, marrying, nagging, mentioning names, promising, ordering, refusing, swearing, and thanking. The illocutionary "power ("point") of speech is a term that refers to a previously indicated function or action.

3) Perlocutionary

According to Austin (1962), perlocutionary act is the achieving of certain effects by saying something. It concerns the effect an utterance may have on the hearer. Put slightly more technically, a perlocution is the act by which the locution and illocution produce a certain effect in or exert a certain influence on the hearer. Still another way to put it is that a perlocutionary act represents a consequence or by-product of speaking, whether intentional or not. The effect of the act being performed by speaking is generally known as the perlocutionary effect Mey (2009).

Meanwhile, Searle (1969) give another classification about speech acts. He starts with the notion that when a person speaks, she or he performs three different acts; utterance acts, propositional acts, and illocutionary acts. Utterance acts simply consist of uttering strings

of words (morphemes, sentences). Meanwhile, propositional acts (referring, predicating) and illocutionary acts (stating, questioning, commanding, promising, etc.) characteristically consist of uttering words in the sentences in certain context, under certain condition and with certain intention.

3. The Speech Act of Apologizing

a) Definition of Apologizing

Demeter, (2006) a type of speech act, the apology has also been the object of numerous studies that attempted to clarify what exactly an apology is and how the different ways of apologizing can be classified, and also how this particular speech act is performed and received both in English and in different languages around the world. The following sections will give an overview of these issues.

On order hand Bergman and Kasper (1993) defined an apology as a “compensatory action to an offense in the doing of which S was casually involved and which is costly to H”. The cost can be in terms of losing face or even a severe misunderstanding. It is clear that different cultures have different degrees in perceiving how costly such an offense is, and therefore how necessary an apology is. An action, in Bergman and Kasper’s terminology, that is considered very serious in one culture, may not require an apology at all in another culture. Also, the severity of such a face threatening act seems to be in a direct relationship with the type of apology chosen to defend face.

Moreover, Al-Ghazali, (2014) "Apology" is a two-party interaction in which one party, the accused, accepts blame for an offense or grievance and expresses guilt or remorse to the aggrieved party. Each party may be an individual or a larger group such as a family, a company, an ethnic group, a race, or a nation. The apology may be personal or public, written or spoken, and even nonverbal at times.

Shtain and Cohen 1989 in Saleem & Azam, (2015), Hebrew learners of English struggle to transfer native language apology

techniques and modifying devices into the target language because they lack a clear command of the complex target language skills.

It can be concluded Apologizing as a compensatory measure for the offense of committing a wrong doing which can result in loss of face or even serious misunderstanding. It is clear that different cultures have different degrees of understanding how costly such an offense is, and therefore the need for an apology. Apologies may be private or public, written or verbal, and even non verbal at times.

b) Types of Apologizing Strategies

There are some strategies Winda, (2014) used by Indoneisan students such as (a) IFID, (b) an explanation or account of situation, (c) acknowledgement of responsibility, (d) offer of repair, (e) promise forbearance. The following example illustrates the five strategies (Blum-Kulka, House and Kasper 1989) in Jucker (2008). “ I’m sorry (IFID), I missed the bus (RESPONSIBILITY), and there was a terrible traffic jam (EXPLANATION). Let’s make another appointment (REPAIR). I’ll make sure that I’m here on time (FORBEARANCE).”

Table.2.1

Classification of strategies	Strategy	Semantic Formula
IFID (Ilocutionary Force Indicating Device)	I’m Sorry	<i>I’m sorry</i>
An explanation or account of situation	Explanation	<i>there was a terrible traffic jam</i>
Acknowledgement of responsibility	Responsibility	<i>I missed the bus</i>
Offer of repair	Repair	<i>Let’s make another appointment</i>
Promise	Forbearance	<i>I’ll make sure that I’m</i>

forbearance		<i>here on time</i>
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Furthermore, Abdullah Ahmed Banikalef et al., (2015) new sub strategies, such as requiring the offended not to become angry, reassuring the hearer, blaming something outside one's control (determinism), and trivializing the seriousness of the offense. Olshtain (1989) and Cohen (1996) models, as well as Ban I kalef and Marlyna's (2013) work, did not take into account these new sub strategies.

Table . 2.2

Strategies	Examples
A. Illocutionary Force Indicating Device (IFID)	
An offer of apology	I apologize
An expression of regret	I am sorry
A request for forgiveness	Please forgive me
B. Explanation or account	I am sorry for this lateness, I stuck in terrible traffic jam
C. An acknowledgement of responsibility	
Explicit self – blame	It is my fault
Lack of intent	it was intentionally
Expression of self - deficiency	I was blind
Expression of embarrassment	I do not know what I want to say
Justifying the hearer	you have the right to be angry
D. Concern for the hearer	the most important thang is your health
E. Offer of repair	by God , By my honor, I will take you when I am free

Wardoyo, (2017) states apology is considered expressive speech since it reflects the speaker's physiological attitude. An apology reflects the speaker's sorrow and guilt for offending the listeners or readers.

On other hand Latif Uglu et al., (2016) defines strategy have several aspect is:

- a. Translating apologies from Iraqi Arabic to English while performing apology actions in English Eight out of twelve participants mentioned that they should not translate apologies from their native language to the target language when they perform apology actions in English. Four participants mentioned that they translated from their mother tongue to the target language when they perform an English apology act. They give the reason that they should transfer their ideas using their language and then make a translation into the target language. The variation in their respondents may be due to their level of language proficiency or a lack of linguistic resources in English.
- b. Using variations of apology patterns to match the listener's higher, equal, or lower social status All participants agreed that they used variations of apology patterns depending on social status and whether the status is higher, equal, or lower.
- c. Using variations of apology patterns to match listeners' social distance, neutral, or social distance. All participants agreed that they used a variety of apology patterns depending on social status and whether it was close, neutral, or distant social distancing.
- d. Using different patterns of apology according to difficult situations or not. All participants agreed that they used different apology patterns according to the type of situation.

The researcher will be used theory from Abdullah Ahmed Banikalef et al., (2015) and draw the apologizing theory in the following table:

Table . 2.3
Apologizing Strategy

Strategies	Examples
A. Illocutionary Force Indicating Device (IFID)	
An offer of apology	I apologize
An expression of regret	I am sorry
A request for forgiveness	Please forgive me
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Explicit self – blame	It is my fault
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B. Review Related Studies

There are many researchers who have conducted research on apologizing strategies including (Demeter, 2006), (Winda, 2014), (Abdullah Ahmed Banikalef et al., 2015), (Al-Ghazali, 2014), (Saleem & Azam, 2015), (Wardoyo, 2017), and (Latif Uгла et al., 2016). Some researchers take research sources from university students. Alghazali (2014) evaluates the socio-pragmatic level of interpreting apologies as understood and used by Iraqi University students. Saleem (2015) Focus Group Discussion Questionnaire was used to obtain (recorded) data from EFL students in Pakistan. This research is different from previous research because the research sources are taken directly from students or using tests.

Judging from the research methodology used by several previous studies using qualitative and quantitative methods. In general, previous studies used

qualitative and quantitative methods. The researcher used a qualitative descriptive method. The data of this study is the Conformity Analysis on Apologies of University of Pakistan students. Data collection was carried out by giving questionnaires to students by Saleem (2015). And there is still not much research on apology strategies that use quantitative designs. In this study, the researcher chose to use a quantitative method with a cross sectional design.

While in the population aspect, previous researchers have diversity. The population diversity selected by previous researchers were: Demeter, 2000), (Winda, 2014), (Banikalif, 2015), (Alghazali, 2014), (Saleem, 2015). In a study with a student population at the university level, previous researchers used role play and questionnaires as research instruments. Therefore, the researcher chose the population at the level of student education. And it is different from previous studies because this study uses the Discourse Completion Test (DCT) instrument.

Finally, on the theoretical aspects used by previous research. The theory used to analyze the data in previous research is the theory (Brown and Levinson, 1987) and (Winda, 2014). In this study, the researcher chose to use the Bankalif theory (2015).

This research is different from previous research. Because this study took students majoring in English education as the population. And the research methodology in this research is quantitative with a cross sectional research design. The researcher chose to use Banikalif's theory (2015). And the instrument used is DCT (discourse completion test).

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research used descriptive quantitative research design for a cross-sectional survey, according to Gay et al., (2012), states that descriptive involves collecting data in order to answer the question concerning the current status of object of the study. The description is in the form of words and language, in a specific context naturally and by utilizing a variety of natural methods. Bryman and Bell (2007) defines that a cross-sectional design entails the collection of data on more than one case and at single point in time in order to collect a body of quantitative data in connection with two or more variables, which are then examined to detect patterns of association.

Dealing with this theory, this research have described students strategies in using apologizing strategies in the fifth semester students of English Department of IAIN Batusangkar registered 2021/2022 Academic Year.

B. Population and Sample

1. Population

The population in this study were all students of the fifth semester of the English Education Study Program who were registered in the 2021/2022 academic year. The number of students were 67 students. The population was chosen with the consideration that they have studied Speaking which is a compulsory subject that must be taken by English students at IAIN Batusangkar. This means that they have already known how to apologize properly and also know the right words to use when apologizing

.Table 3.1

Population of this research

No	Class	Number Of students
1	TBI A	21
2	TBI B	25
3	TBI C	21

TOTAL	67
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The table shows that there were 67 Fifth semester students who participated in this study. Consists of classes A, B and C with a population of 67 students.

2. Sample

In this study, the researcher took all students as a sample, because the population is less than 100. According to Fraenkel and Wallen (2009), in descriptive research the number of samples is at least 100. That is, researchers will use a total sampling technique to take samples. According to Sugiyono (2010), total sampling is a sampling technique that is all members of the population that are sampled. That, the sample that have been examined in this study was 67 students.

C. Research Instrument

This research instrument used DCT (Discourse Completion Test) as the main data collection tool. DCT is an effective means of data collection when the aim of the study is to “inform about the pragmalinguistic knowledge of the speakers about the linguistic strategies and forms used to communicate can be applied, and about their sociopragmatic knowledge of the factors of the context within them. certain appropriate strategic and linguistic choices”. According to Banikalef (2015) DCT is a written questionnaire that requires respondents to read a description of the situation (designed to indicate a variety of settings and roles, with varying degrees of social power, social distance, and severity of the offense) and then ask respondents to write down what they would say next. in that situation.

Researchers chose DCT because of the efficiency of time and effort required to collect data. Respondents have been given situations and roles that are different from their real lives which will be a limitation for them to fill out the DCT and this can stimulate natural answers from the respondents themselves. Researchers also chose DCT because the data collection is relatively easy and does not take too long. If you use other instruments such as role play, it will the respondent embarrassed and unnatural so that the data passed is not valid. With

DCT, respondents will also feel free to provide feedback related to their daily lives.

Before giving the test to the sample, the instrument has been piloted. The trial will be used to see the validity and reliability of the test, the author measured the validity and reliability of the test in the explanation below:

1. Validity

Validity is the most important feature of a test to obtain appropriate data collection. According to Gay (2000), validity is the most important thing or measuring tool that can be processed. In this case the researcher used the DCT test in collecting data. The test structure must measure what it is intended to measure. Therefore, this study measured students' ability to use the Apologizing strategy by using the DCT test.

According to Matondang (2009: 90) the content validity of a test does not have a certain amount calculated statistically but it is understood that the test is valid based on a review of the table specification. Therefore, content validity is actually based on logical analysis, it does not constitute a validity coefficient calculated statistically. However, to be more convincing about the content validity of the instrument, the researcher will use the Aiken's V formula in Hendryady (2017: 173) to calculate the content-validity coefficient based on the results of evaluating by the validators for an item in terms of the extent of the item. Represents the measured construct. The following is the Aiken's formula that researchers will use:

$$V = \sum s / [n (C - 1)]$$

$$S = R - lo$$

Where: lo = Lowest scoring rate

 C = Highest score

 R = The number given by the validator

 n = Number of validator

The validity of this instrument in general after using *Aiken's* formula, was Valid, whereas the validity of the instrument based on each aspect from two validators were **0,75** (Valid) for aspect one, **0,86** (Valid) for aspect two,

0,88 (Valid) for aspect three, **0,73** (Valid) for aspect four and the result of all aspects was **0,96**. It means the validity of the test belongs to “**High**” and the validity product automatically was “**Valid**”. The instrument was considered to have adequate content validity. For more detail calculation, see appendix 6.

2. Reliability

Gay (2000) states that reliability is the extent to which the test consistently measures whatever it measures. Reliable is consistent, meaning that it is built by determining the relationship between scores resulting from giving the same test, the same group on different occasions. In this study, researchers used inter-rater reliability.

In this research the researcher used inter-rater reliability. Wang (2009) states that Inter-rater reliability refers to the degree of similarity between different examiners: can two or more examiners, without influencing one another, give the same marks to the same set of scripts. The research will collect two or more score from the try out test and calculated to get the correlation coefficient.

The researcher used two raters, researcher and one student who research about pragmatic field. After calculating the score for the raters using SPSS and Cohen Kappa, the result was **0.60** (Moderate Agreement). For more detail about SPP output table, see appendix

D. Technique of Data Collection

To collect data from this study, the researcher used the Discourse Completion writing test via google form, before that the researcher conducted a validation test on several validations that the researcher asked for according to the reseacher’s approval with the advisor and the validators willingness. Then it would be distributed it to students of the English Teaching Department, especially fifth semester students who were registered in 2021/2022 at IAIN Batusangkar.

E. Research Procedure

1. Research problems

After reading several sources, seeing the phenomena that occur in EFL learners and discussing with academic supervisors, they found interesting

research problems for researchers. The research problem is the Strategy of Apologizing to Students. This study involved students in the fifth semester of the English Language Teaching Department for the 2021/2022 academic year as the population and sample of this research.

2. Gather sources and references.

In order to understand the problem, as many relevant sources and references as possible about the research problem has been collected and discussed.

3. Writing designs

The researcher wrote a research proposal based on the sources and references found. The research proposal included the design of how to conduct the research, what instruments has been used for the research. The design of this research was descriptive quantitative and was included in quantitative research. DCT has been used to determine students' apologizing strategies.

4. Building research instruments

Researchers formed the DCT instrument into several different types of situations and consisted of several factors such as social ranking, aspect, situation and familiarity.

5. Analyzing the data

After constructing the document, the researcher constructed the DCT in english for the respondents. The researcher used google form as a tool to collect the data. By using google form the researcher could distribute the DCT questionnaire to the sample. It was more easy and saving time when the data were collected from the respondents. The respondents could answer the DCT by visiting by the link <https://forms.gle/7b86V7cKkqxsMW4t8>

6. Analyzing the data

The data was described and analyzed by using descriptive analysis. The researcher started with coding the data from the respondents and then the researcher calculated the data frequency and also percentage.

Table.3.2
Apologizing Strategies by Banikalif (2015)

Strategies	Examples
A. Illocutionary Force Indicating Device (IFID)	
An offer of apology	I apologize
An expression of regret	I am sorry
A request for forgiveness	Please forgive me
B. Explanation or account	I am sorry for this lateness, I stuck in terrible traffic jam
C. An acknowledgement of responsibility	
Explicit self – blame	It is my fault
Lack of intent	it was intentionally
Expression of self - deficiency	I was blind
Expression of embarrassment	I do not know what I want to say
Justifying the hearer	you have the right to be angry
D. Concern for the hearer	the most important thang is your health
E. Offer of repair	by God , By my honor, I will take you when I am free

7. Reporting the research

Based on the result of the questionnaire, the researcher comes up with the conclusion and suggestions.

F. Technique of Data Analysis

In analyzing the data, the researcher used descriptive analysis. In this technique, the data has been analyzed in several steps:

1. Classify the test based on the situations in which a person has to express different apologies.
2. Classifying the strategy of apologizing strategies used by the students. After collecting responses from DCT, the researcher classified based on apologizing strategies by Banikalif (2015).

Table.3.3
Apologizing Strategies by Banikalif (2015)

Strategies	Examples
A. Illocutionary Force Indicating Device	IFID
An offer of apology	
An expression of regret	
A request for forgiveness	
B. Explanation or account	EA
C. An acknowledgement of responsibility	AAR
Explicit self – blame	
Lack of intent	
Expression of self - deficiency	
Expression of embarrassment	
Justifying the hearer	
D. Concern for the hearer	CFH
E. Offer of repair	OR

3. After collecting data through DCT by compiling a test via google form, then the responses have been coded based on the apologizing strategy.

To make easier, the researcher makes codes for Apologizing strategies. The following table is the code for apologizing strategies that made by the researcher.

1. Percentage the data by using formula as suggested by Sudijono (2005: 43)

$$P = \frac{F}{N} \times 100\%$$

Where:

- P = the index of percentage
 F = the number of frequency
 N = the number of sample

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

1. Data Description

Based on the results of data analysis that has been done, the researcher shows the finding of relating to the question to the research problem. This section presents the result of Discourse Completion Test (DCT) in terms of the apologizing strategies used by English Teaching Department Students. It has been mentioned in the previous chapter that there are 5 strategies in apologizing strategies by Banikalif (2015).

Tables below summarize the result of apologizing strategies used by English Teaching Department Students, there are 536 total apologizing strategies are made, which is from the eight scenarios and sixty seven respondents. In this section the data will be shown in the table where the table will consist of the total of the strategy for English Teaching Department Students used in each DCT that have been provided, for more details can be seen in the following tables below.

Table.4.1

Total frequency of Apologizing Strategy

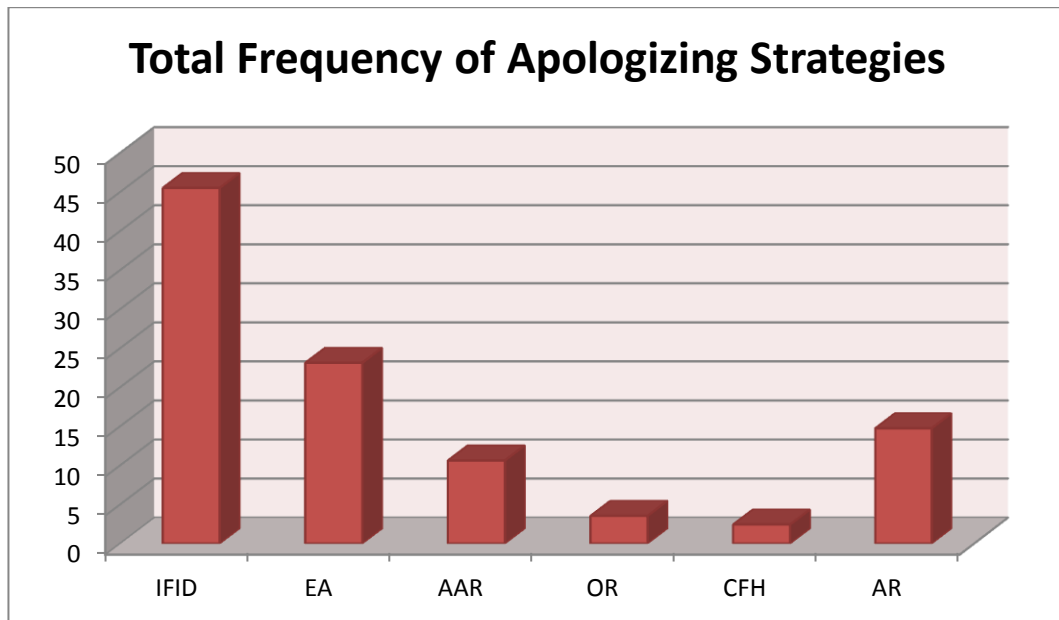
Strategy	Frequency	Percentage
IFID	244	45,52%
EA	124	23,13%
AAR	57	10,63%
OR	19	3,54%
CFH	13	2,43%
AR	79	14,74%
Total	536	100%

Based on the frequency table above, we can conclude that the most strategies used by EFL students is IFID with **45,52%**, and the lowest strategies used by EFL students was CFH with **2,43%** percentage. While another responds used by EFL students was **14,74%**.

The histogram can be seen below. For more details, there are data analysis in each DCT item that used by the EFL at IAIN Batusangkar.

Histogram 1

Total percentage of apologizing strategies used by EFL students



2. Data Analysis

There are fifth apologizing strategies than can be used by EFL students on Banikalif theory (2015). Whereas, in elaborate apologizing, there are five sub categories; Illocutionary Force Indicating Device (IFID), Explanation or account (EA), An acknowledgement of Responsibility (AAR), Concern For the Hearer (CFH), Offer of Repair (OR). The researcher classified the strategies used by the respondents in the first item until the eighth item. The data can be seen as follows :

Item 1

The situation and context from item 1 described below :

Situation : If you hurt or tease someone, even if you didn't mean it.

Context : You are having a meeting at a campus organization and then during the meeting your junior gives an opinion there then you

immediately reject your junior's opinion and don't mean to hurt his heart, how do you apologize for rejecting his opinion?

Table.4.2

**Apologizing Strategies used by EFL students in item 1
(High to low, Formal, Senior to Junior)**

Strategies	Total	Data	No. Data	Data Code
Illocutionary Force Indicating Device (IFID)	19	I'm sorry before. I don't think so with your opinion because... I am sorry my sister and brother, I didn't mean that and it wasn't to hurt your heart.	1,6, 18, 23, 25	IFID
Explanation or account (EA)	16	Sorry, I don't mean to reject your opinion, but I don't think it's suitable for this problem Thanks for the opinion, but sorry, I think it's too controversial so I think we can find another, more neutral option.	2,5, 11, 12,	EA
An acknowledgement of responsibility (AAR)	15	Sorry, sister's question, you can't understand it, so the answer to your sister's question, brother, is opor to other friends Maybe by telling him politely that his opinion was	15,16, 19, 24	AAR

		good but not according to the meeting. And apologized to him and said he didn't mean to offend him.		
Concern for the hearer (CFH)	7	the way i do is first i give appreciation to junior i have given an opinion but i will give direction, if he gives that opinion the impact is like Next, I will express my opinion with a reason so that indirectly he will not feel hurt I cant come in our meeting today	22, 31, 53, 55	CFH
Offer of repair (OR)	5	By speaking privately and then saying that the incident did not mean anything.	48, 21, 13	OR
Another Respons (AR)	5	The way I ask me is to state the reason why I reject his opinion and give a strong reason so that he accepts the reason I reject his opinion and then I apologize profusely to him. Praise the junior's opinion first, then apologize to the	8.9,10, 13,	AR

		junior for refusing or not agreeing with his opinion for several reasons		
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Based on the table above, the researcher found several strategies used by the students in responses Item 1. First, 19 students answered by using Illocutionary Force Indicating Device (IFID) expression like (**I'm sorry before. I don't think so with your opinion because**). Second, 16 students answered the questionnaire by using Explanation or account (EA) like (**Thanks for the opinion, but sorry, I think it's too controversial so I think we can find another, more neutral option.**). Third, 15 students used An acknowledgement of responsibility (AAR) like (**Sorry, sister's question, you can't understand it, so the answer to your sister's question, brother, is opor to other friends**). Fourth, 7 students answered by using Offer of repair (OR) like (**By speaking privately and then saying that the incident did not mean anything**). Fifth, 5 students answered by Concern for the hearer (CFH) like (**the way i do is first i give appreciation to junior i have given an opinion but i will give direction, if he gives that opinion the impact is like Next, I will express my opinion with a reason so that indirectly he will not feel hurt**). The last, in the another respons (AR) 5 students answered the questionnaire with the expression like (**Praise the junior's opinion first, then apologize to the junior for refusing or not agreeing with his opinion for several reasons**).

The researcher calculated the frequency and percentages the variations of apologizing strategies used by EFL students in item 1

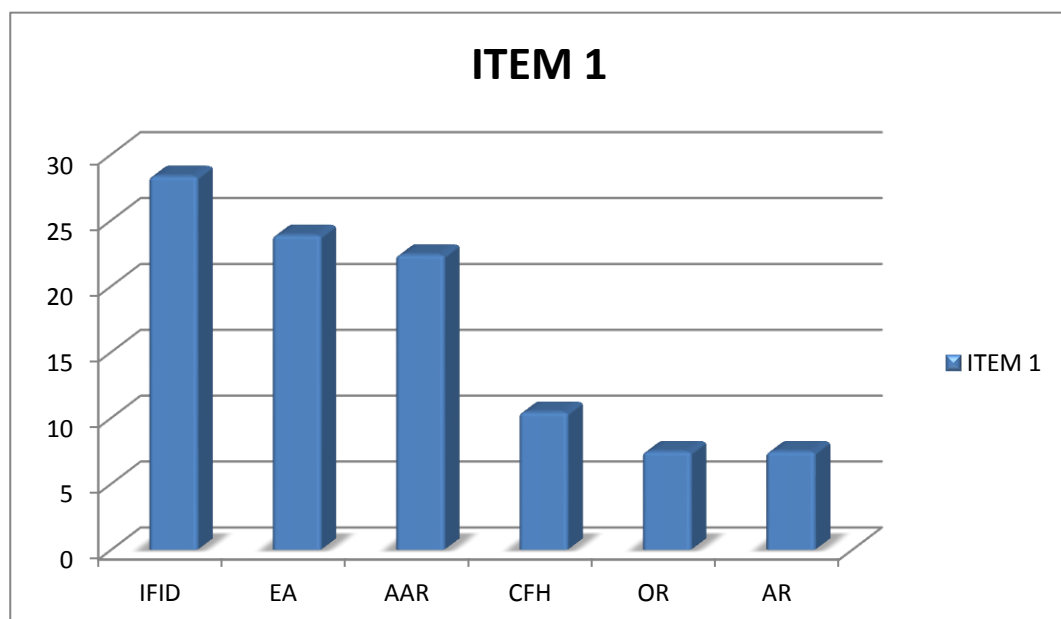
Table 4.3**Frequency of Apologizing Strategies used by EFL students in item 1**

Strategy	Frequency	Percentage
Illocutionary Force Indicating Device (IFID)	19	28,36%
Explanation or account (EA)	16	23,88%
An acknowledgement of responsibility (AAR)	15	22,39%
Concern for the hearer (CFH)	7	10,45%
Offer of repair (OR)	5	7,46%
Another Respons (AR)	5	7,46%

Based on the frequency table above, we can conclude that the most strategies in item 1 used by EFL students was IFID with 28,36%, and the lowest strategies used by EFL students in item 1 was OR with 7,46% percentage. While another responds used by EFL students was 7,46%. Moreover the histogram can be seen as follow :

Histogram

**Percentage of Apologizing strategies in Item 1
(High to low, Formal, Senior to Junior)**



Item 2

The situation and context from item 2 described below :

Situation : **If you hurt or tease someone, even if you didn't mean it.**

Context : **you were joking with your boarding friend at that time you accidentally said a word that he/she didn't like at all, you quickly wanted to apologize to him/her so his heart didn't hurt**

Table.4.4

**Apologizing Strategies used by EFL students in item 2
(Equal, Informal, Friend to friend)**

Strategies	Total	Data	No. Data	Data Code
Illocutionary Force Indicating Device (IFID)	35	I' m sorry, I didn't mean to. I'm sorry, I didn't mean like that	1,2, 3, 8	IFID
Explanation or account (EA)	11	Sorry for the short words, maybe your mouth is difficult to control, especially with you, a close friend who I consider like a brother. So don't take it to heart. I apologize and I explain I didn't mean to offend her	5,7, 14, 26	EA
An acknowledgement of responsibility (AAR)	3	I apologize for my unintentional words and promise not to say things that my friend doesn't like so as not to hurt her heart and the friendship will continue.	20	AAR

Concern for the hearer (CFH)	5	Ya Allah, sorry my friends are you offended by my words? I really didn't mean to. Sorry yin, tia didn't mean to say those words. Yin isn't angry right? Yin knows that Tia accidentally said those words, right? I'm sorry yin	6, 16	CFH
Offer of repair (OR)	2	I do really sorry.. Please forgive me. I'm sorry I didn't mean it that way	27, 29	OR
Another Respons (AR)	11	I didnt mean that Previously apologized in advance and promised not to repeat.	31, 37, 22	AR

Based on the table above, the researcher found several strategies used by the students in responses Item 2. First, 35 students answered by using Illocutionary Force Indicating Device (IFID) expression like (**I' m sorry, I didn't mean to**). Second, 11 students answered the questionnaire by using Explanation or account (EA) like (**I apologize and I explain I didn't mean to offend her**). Third, 3 students used An acknowledgement of responsibility (AAR) like (**I apologize for my unintentional words and promise not to say things that my friend doesn't like so as not to hurt her heart and the friendship will continue**). Fourth, 5 students answered by using Offer of repair (OR) like (**I do really sorry.. Please forgive me**). Fifth, 2 students

answered by Concern for the hearer (CFH) like (**Ya Allah, sorry my friends are you offended by my words? I really didn't mean to**). The last, in the another respons (AR) 5 students answered the questionnaire with the expression like (**Praise the junior's opinion first, then apologize to the junior for refusing or not agreeing with his opinion for several reasons**).

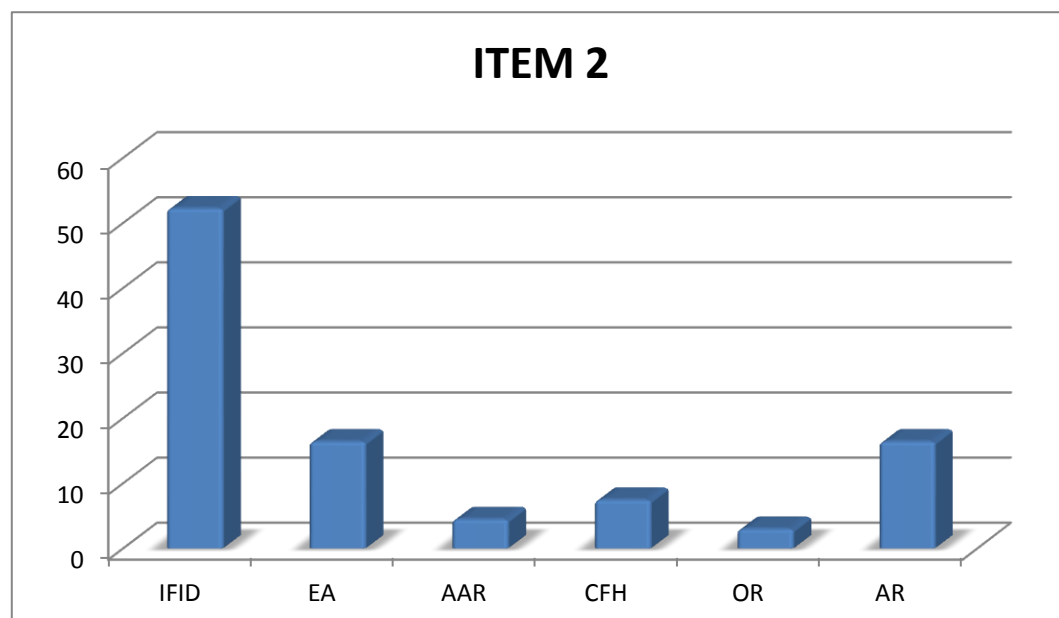
The researcher calculated the frequency and percentages the variations of apologizing strategies used by EFL students in item 2

Table.4.5
Apologizing Strategies used by EFL students in item 2
(Equal, Informal, Friend to friend)

Strategy	Frequency	Percentage
Illocutionary Force Indicating Device (IFID)	35	52,24%
Explanation or account (EA)	11	16,42%
An acknowledgement of responsibility (AAR)	3	4,48%
Concern for the hearer (CFH)	5	7,46%
Offer of repair (OR)	2	2,99%
Another Respons (AR)	11	16,42%

Based on the frequency table above, we can conclude that the most strategies in item 2 used by EFL students was IFID with 52,24%, and the lowest strategies used by EFL students in item 1 was OR with 2,99% percentage. While another responds used by EFL students was 16,42%. Moreover the histogram can be seen as follow :

Histogram
Apologizing Strategies used by EFL students in item 2
(Equal, Informal, Friend to friend)



Item 3

The situation and context from item 3 described below :

Situation : **You want to meet your senior in the cafeteria because a few days ago you borrowed your senior's flash drive, then suddenly you accidentally lost it, how do you apologize?opinion and don't mean to hurt his heart, how do you apologize for rejecting his opinion?**

Table.4.6

**Apologizing Strategies used by EFL students in item 3
(low to high, informal, junior to senior)**

Strategies	Total	Data	No. Data	Data Code
Illocutionary Force Indicating Device (IFID)	29	Sorry bro, the flash is gone and I'll replace it later I apologize and admit my mistakes and omissions.	12,13,14,15	IFID
Explanation or account (EA)	15	Sorry, sis, it's not that I did it on purpose or anything, but the flash drive that I borrowed the other day is gone, sis, if you ask for a replacement, I'll definitely replace it. I'm sorry and I admit my mistake and I'll try to find it, if I can't find it I'll replace the flash drive	25,26,27,28	EA
An acknowledgement	14	I want to thank you very much	24, 16, 11	AAR

of responsibility (AAR)		<p>for lending me a flash drive, sister. But, I'm really sorry, I don't know how it happened. I lost it. I'll give you a new one instead.</p> <p>Sis, I'm sorry in advance, Sis, yesterday I borrowed your flash disk, but I think I posted it wrong, Sis, for today I can't return it, Sis, I'll try to find it later, Sis, thank you Sis If I find it, I'll return it right away.</p>		
Offer of repair (OR)	0			OR
Concern for the hearer (CFH)	0			CFH
Another Respons (AR)	9	<p>Previously I sincerely apologize and beg my seniors to allow me to allow me to replace with a new flash that I lost</p> <p>I will sincerely apologize for the carelessness that was done.. and replace the flash drive</p>	22, 20, 19, 17	AR

Based on the table above, the researcher found several strategies used by the students in responses Item 3. First, 29 students answered by using Illocutionary Force Indicating Device (IFID) expression like (**Sorry bro, the flash is gone and I'll replace it later**). Second, 15 students answered the questionnaire by using Explanation or account (EA) like (**I'm sorry and I admit my mistake and I'll try to find it, if I can't find it I'll replace the flash drive**). Third, 14 students used An acknowledgement of responsibility (AAR) like (**Sis, I'm sorry in advance, Sis, yesterday I borrowed your flash disk, but I think I posted it wrong, Sis, for today I can't return it, Sis, I'll try to find it later, Sis, thank you Sis If I find it, I'll return it right away**). Fourth, none students answered by using Offer of repair (OR). Fifth, none students answered by Concern for the hearer (CFH). The last, in the another respons (AR) 9 students answered the questionnaire with the expression like (**Previously I sincerely apologize and beg my seniors to allow me to allow me to replace with a new flash that I lost**).

The researcher calculated the frequency and percentages the variations of apologizing strategies used by EFL students in item 3.

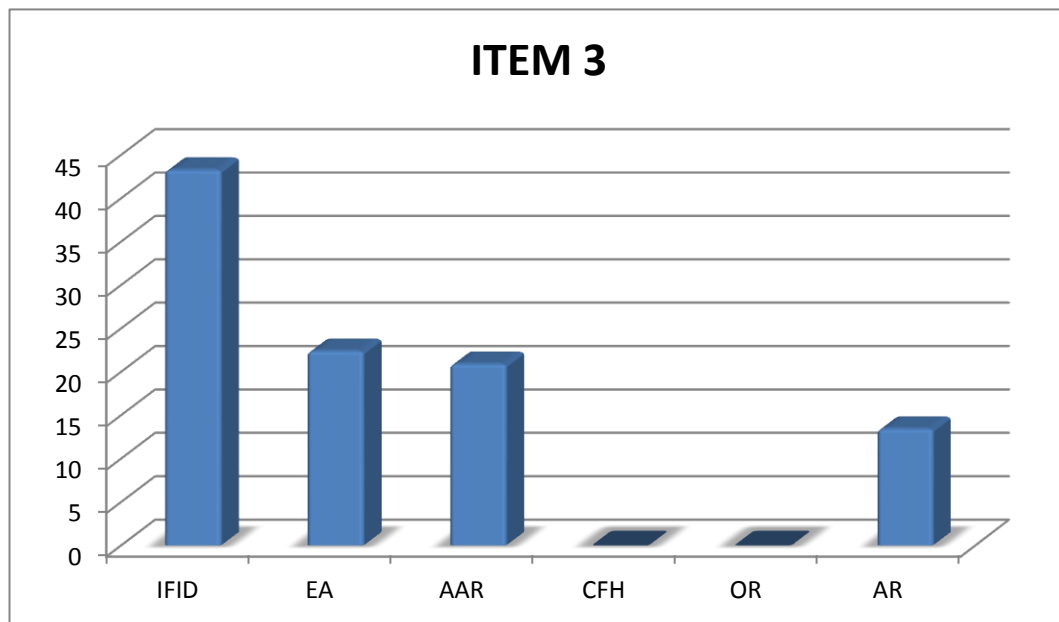
Table.4.7

Frequency of Apologizing Strategies used by EFL students in item 3

Strategy	Frequency	Percentage
Illocutionary Force Indicating Device (IFID)	29	43,28%
Explanation or account (EA)	15	22,39%
An acknowledgement of responsibility (AAR)	14	20,90%
Concern for the hearer (CFH)	0	0,00%
Offer of repair (OR)	0	0,00%
Another Respons (AR)	9	13,43%

Based on the frequency table above, we can conclude that the most strategies in item 1 used by EFL students was IFID with 43,28%, and the lowest strategies used by EFL students in item 1 was OR and CFH with 0,00%percentage. While another responds used by EFL students was 13,43%. Moreover the histogram can be seen as follow :

Histogram
Apologizing Strategies used by EFL students in item 3
(low to high, informal, junior to senior)



Item 4

The situation and context from item 4 described below :

Situation : **If you lose or break something that belonged to someone else.**

Context : **you borrow your junior's clothes at the boarding house and then when you wash it accidentally the clothes get faded so the color is no longer the same as when you borrowed it. how do you apologize?**

Table.4.8

Apologizing Strategies used by EFL students in item 4
(High to low, Formal, Senior to Junior)

Strategies	Total	Data	No. Data	Data Code
Illocutionary Force Indicating Device (IFID)	18	Sorry, my brother's clothes that I borrowed are faded so I'll replace them with new ones kk	15,18	IFID

		Sorry, this shirt accidentally got faded when washing it		
Explanation or account (EA)	16	<p>I'm sorry because I don't know that your clothes faded. I'm so sorry.</p> <p>I am very sorry, because The color of the clothes I borrowed yesterday accidentally faded.</p>	1, 6	EA
An acknowledgement of responsibility (AAR)	14	<p>The clothes that you borrowed yesterday have been washed, but you didn't know beforehand that the clothes could fade, I'm sorry. Brother knows that you are wrong later, if you have money, you will replace it as soon as possible</p> <p>Hmm, the deck of clothes that my sister borrowed yesterday, I washed it but when my sister washed the clothes it faded, sorry, I'll buy a new one later</p>	2,5,8,11	AAR

Offer of repair (OR)	3	sis I'm sorry the clothes faded when you washed it, thank you for borrowing it sis This is the new brother, the new deck, as a form of responsibility, brother	24, 44	OR
Concern for the hearer (CFH)	0		48, 21, 13	CFH
Another Respons (AR)	16	Quickly to ask apologize and buy the new clothes like that. And give to my junior. Met the junior and said that his clothes were faded, then apologized then asked him how to change the clothes.	3,4,9,10	AR

Based on the table above, the researcher found several strategies used by the students in responses Item 4. First, 18 students answered by using Illocutionary Force Indicating Device (IFID) expression like **(Sorry, this shirt accidentally got faded when washing it)**. Second, 16 students answered the questionnaire by using Explanation or account (EA) like **(I'm sorry because I don't know that your clothes faded. I'm so sorry)**. Third, 14 students used An acknowledgement of responsibility (AAR) like **(Hmm, the deck of clothes that my sister borrowed yesterday, I washed it but when my sister washed the clothes it faded, sorry, I'll buy a new one later)**. Fourth, 3 students answered by using Offer of repair (OR) like **(sis I'm**

sorry the clothes faded when you washed it, thank you for borrowing it sis This is the new brother, the new deck, as a form of responsibility, brother). Fifth, none students answered by Concern for the hearer (CFH) . The last, in the another respons (AR) 16 students answered the questionnaire with the expression like (Met the junior and said that his clothes were faded, then apologized then asked him how to change the clothes).

The researcher calculated the frequency and percentages the variations of apologizing strategies used by EFL students in item 4

Table.4.9

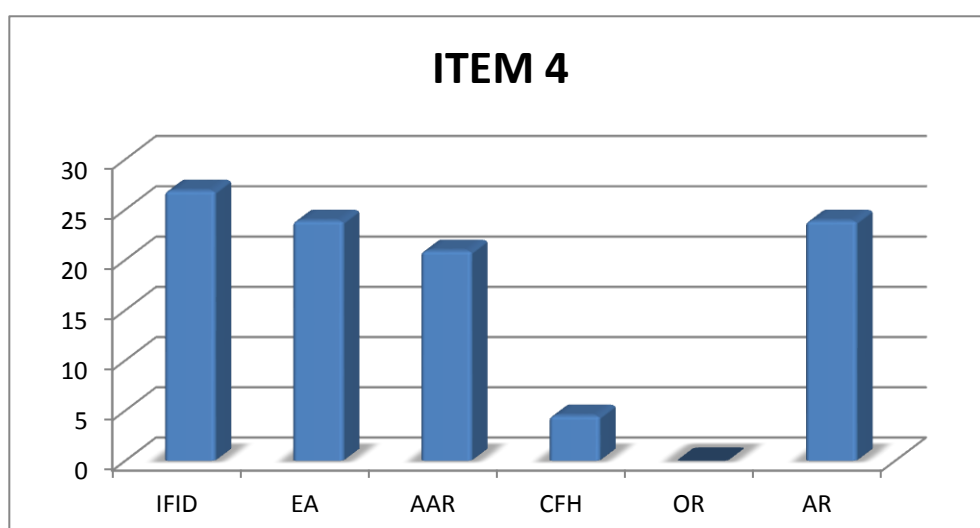
Frequency of Apologizing Strategies used by EFL students in item 4

Strategy	Frequency	Percentage
Illocutionary Force Indicating Device (IFID)	18	26,87%
Explanation or account (EA)	16	23,88%
An acknowledgement of responsibility (AAR)	14	20,90%
Concern for the hearer (CFH)	3	4,48%
Offer of repair (OR)	0	0,00%
Another Respons (AR)	16	23,88%

Based on the frequency table above, we can conclude that the most strategies in item 4 used by EFL students was IFID with 26,87 %, and the lowest strategies used by EFL students in item 4 was OR with 0,00% percentage. While another responds used by EFL students was 23,88%. Moreover the histogram can be seen as follow :

Histogram

**Percentage of Apologizing strategies in Item 4
(High to low, Formal, Senior to Junior)**



Item 5

The situation and context from item 5 described below :

Situation : **If you did something knew was wrong-like telling a lie or breaking a rule on purpose.** Context : **Your lecturer forbids you not to cheat on your senior assignments but you do it instead. Because you feel guilty about it you want to apologize to your lecturer how do you apologize?**

Table.4.10

**Apologizing Strategies used by EFL students in item 5
(low to high, Formal, Student to Lecturer)**

Strategies	Total	Data	No. Data	Data Code
Illocutionary Force Indicating Device (IFID)	35	Assalamu'alaikum wr wb, ms. I didn't mean to cheat on senior assignments i'm sorry ms. I will not replay again . I'm promise. I'm sorry. Mrs. Wassalam I'm sorry sir. The answer of my task is not from my knowledge. I cheated from my senior. Can you forgive me?	1,3,6	IFID
Explanation or account (EA)	13	Ma'am/sir I don't know the answer so I cheated with a friend. I'm sorry ma'am/sir, I won't repeat it again and will study harder in the future,ma'am/sir Sorry in advance,	2,5,7	EA

		<p>sir, I already know the rules from you but I'm still cheating, sir, I will accept the consequences from you regarding this exam, sir</p>		
An acknowledgement of responsibility (AAR)	5	<p>Excuse me Ma'am. I'm sorry for bothering you. Today, I want to admit my mistake to you. I'm really sorry because I cheated on senior assignments. I'm really sorry, Ma'am.</p> <p>Apologize to the lecturer and promise not to repeat it.</p>	11, 28	AAR
Offer of repair (OR)	3	<p>Sorry sir, I have cheated, namely cheating on seniors' assignments, sorry sir for that I will be responsible for my actions sir, I will also be willing to do it again sir without cheating again</p>	30,	OR
Concern for the hearer (CFH)	4	<p>I apologize for the way I admit my mistake and promise not to do it again</p>	42, 13	CFH
Another Respons (AR)	7	<p>Contacting the lecturer then said that he had made</p>	9,10, 17	AR

		a mistake by cheating on senior assignments.		
		Will apologize with great regret and guilt		

Based on the table above, the researcher found several strategies used by the students in responses Item 5. First, 35 students answered by using Illocutionary Force Indicating Device (IFID) expression like (**I'm sorry sir. The answer of my task is not from my knowledge. I cheated from my senior. Can you forgive me?**). Second, 13 students answered the questionnaire by using Explanation or account (EA) like (**Sorry in advance, sir, I already know the rules from you but I'm still cheating, sir, I will accept the consequences from you regarding this exam, sir**). Third, 5 students used An acknowledgement of responsibility (AAR) like (**Apologize to the lecturer and promise not to repeat it**). Fourth, 3 students answered by using Offer of repair (OR) like (**Sorry sir, I have cheated, namely cheating on seniors' assignments, sorry sir for that I will be responsible for my actions sir, I will also be willing to do it again sir without cheating again**). Fifth, 4 students answered by Concern for the hearer (CFH) like (**I apologize for the way I admit my mistake and promise not to do it again**). The last, in the another respons (AR) 7 students answered the questionnaire with the expression like (**Will apologize with great regret and guilt**).

The researcher calculated the frequency and percentages the variations of apologizing strategies used by EFL students in item 5.

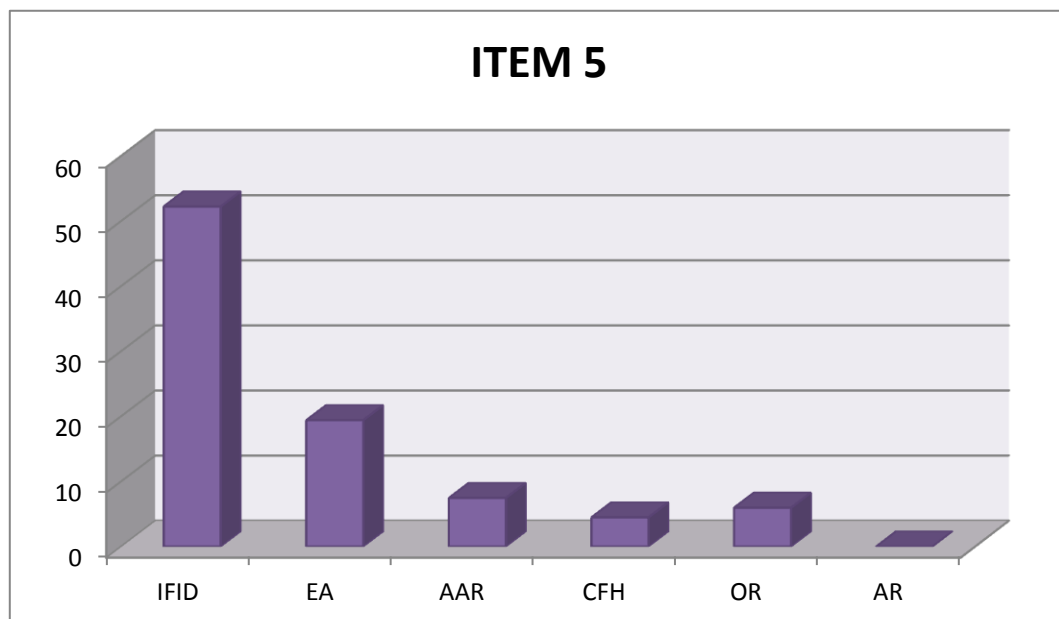
Table.4.11**Frequency of Apologizing Strategies used by EFL students in item 5**

Strategy	Frequency	Percentage
Illocutionary Force Indicating Device (IFID)	35	52,24%
Explanation or account (EA)	13	19,40%
An acknowledgement of responsibility (AAR)	5	7,46%
Concern for the hearer (CFH)	3	4,48%
Offer of repair (OR)	4	5,97%
Another Respons (AR)	7	10,45%

Based on the frequency table above, we can conclude that the most strategies in item 5 used by EFL students was IFID with 52,24%, and the lowest strategies used by EFL students in item 1 was CFH with 4,48% percentage. While another responds used by EFL students was 10,45%. Moreover the histogram can be seen as follow :

Histogram

**Percentage of Apologizing strategies in Item 5
(Low to high, Formal, Student to Lecturer)**



Item 6

The situation and context from item 6 described below :

Situation : **If you did something knew was wrong-like telling a lie or breaking a rule on purpose..** Context : **You are sitting with your friends in the campus gazebo and then your friends ask if you have made an assignment. then you answer not yet even though you've done it. because you feel guilty how do you apologize?**

Table.4.12

**Apologizing Strategies used by EFL students in item 6
(equal, Informal, Friend to friend)**

Strategies	Total	Data	No. Data	Data Code
Illocutionary Force Indicating Device (IFID)	35	I'm sorry. I mean we have a task I'm sorry because yesterday I lied	1,2,4	IFID
Explanation or account (EA)	13	Sorry I lied, actually I have done it but I said not because I was afraid of being cheated by others because the lecturer said the answer should not be the same. Sorry my friends, actually I have made an assignment, but I said not yet. I'm afraid later when you ask I'm afraid I'll be wrong to	5,6,7,8	EA

		explain it		
An acknowledgement of responsibility (AAR)	5	I apologize for lying and explaining so that my friends will try to make their own assignments	28,52, 64 51	AAR
Offer of repair (OR)	0			OR
Concern for the hearer (CFH)	2	Actually,, I cheat on you.. and now I feel guilty for lying. so please forgive me	45,27	CFH
Another Respons (AR)	12	Calling friends via WA and then saying that they actually made an assignment and then apologized Apologize in advance for lying and tell the truth	9,10,17,22	AR

Based on the table above, the researcher found several strategies used by the students in responses Item 6. First, 35 students answered by using Illocutionary Force Indicating Device (IFID) expression like (**I'm sorry because yesterday I lied**). Second, 13 students answered the questionnaire by using Explanation or account (EA) like (**Sorry my friends, actually I have made an assignment, but I said not yet. I'm afraid later when you ask I'm afraid I'll be wrong to explain it**). Third, 5 students used An acknowledgement of responsibility (AAR) like (**I apologize for lying and explaining so that my friends will try to make their own assignments**). Fourth, None students answered by using Offer of repair (OR). Fifth, 2

students answered by Concern for the hearer (CFH) like (**Actually, I cheat on you.. and now I feel guilty for lying. so please forgive me**). The last, in the another respons (AR) 12 students answered the questionnaire with the expression like (**Apologize in advance for lying and tell the truth**).

The researcher calculated the frequency and percentages the variations of apologizing strategies used by EFL students in item 6.

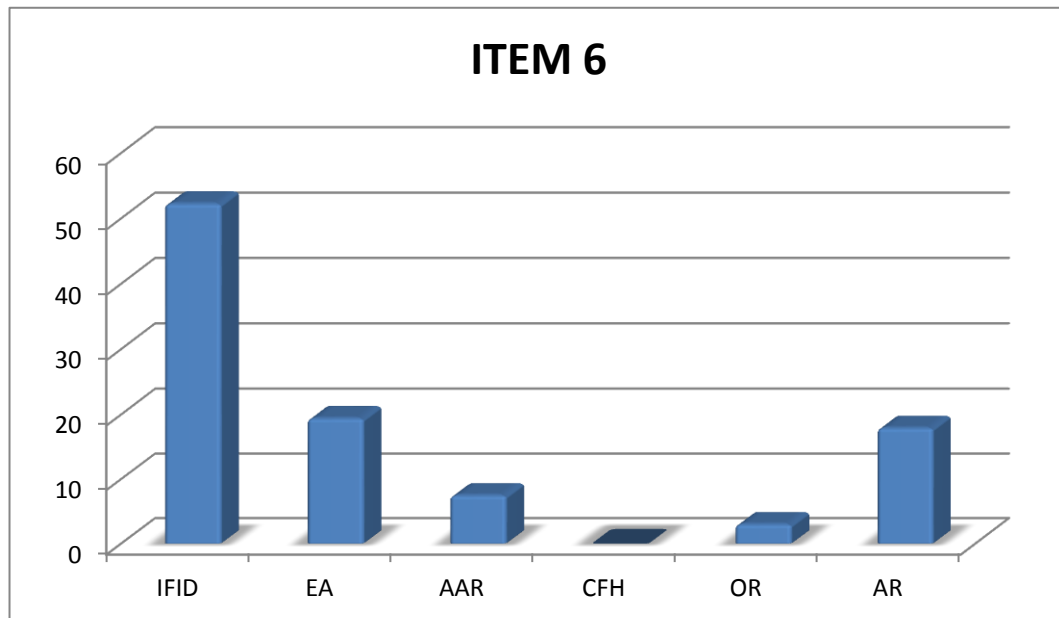
Table.4.13

Frequency of Apologizing Strategies used by EFL students in item 6

Strategy	Frequency	Percentage
Illocutionary Force Indicating Device (IFID)	35	52,24%
Explanation or account (EA)	13	19,40%
An acknowledgement of responsibility (AAR)	5	7,46%
Concern for the hearer (CFH)	0	0,00%
Offer of repair (OR)	2	2,99%
Another Respons (AR)	12	17,91%

Based on the frequency table above, we can conclude that the most strategies in item 6 used by EFL students was IFID with 52,24%, and the lowest strategies used by EFL students in item 6 was CFH with 0,00%percentage. While another responds used by EFL students was 17,91%. Moreover the histogram can be seen as follow :

Histogram
Percentage of Apologizing strategies in Item 6
(equal, Informal, Friend to friend)



Item 7

The situation and context from item 7 described below :

Situation : **If you didn't do something you were supposed to do-like keeping a promise or a curfew..** Context : **You made an appointment to your organizational friend for a meeting on campus at 3 pm but you came late because you overslept. how do you apologize?**

Table.4.14
Apologizing Strategies used by EFL students in item 7
(Equal, Formal, Friend to Friend)

Strategies	Total	Data	No. Data	Data Code
Illocutionary Force Indicating Device (IFID)	35	I'm sorry i'm late because I feel asleep. I'm Sorry because came late. Because i	1,2,3,4,5,6	IFID

		have some bussiness before come here. I'm sorry		
Explanation or account (EA)	24	<p>I apologize in advance for arriving late because I overslept earlier. I didn't feel well so I slept for a while but I knew it was too much.</p> <p>Sorry guys for the delay, I fell asleep because I was tired, I set the alarm but I didn't wake up because of the alarm, sorry</p>	2,7,8,9	EA
An acknowledgement of responsibility (AAR)	0			AAR
Concern for the hearer (CFH)	0			CFH
Offer of repair (OR)	0			OR
Another Respons (AR)	8	Meet him at campus, if he can still be found, then immediately apologize and say that he is late because he overslept. If you are no longer on campus, you will be	9,10,17,22	AR

		contacted via WA and apologize.		
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Based on the table above, the researcher found several strategies used by the students in responses Item 7. First, 35 students answered by using Illocutionary Force Indicating Device (IFID) expression like (**I'm sorry i'm late because I feel asleep**). Second, 24 students answered the questionnaire by using Explanation or account (EA) like (**I apologize in advance for arriving late because I overslept earlier. I didn't feel well so I slept for a while but I knew it was too much**). Third, none students used An acknowledgement of responsibility (AAR). Fourth, none students answered by using Offer of repair (OR). Fifth, None students answered by Concern for the hearer (CFH). The last, in the another respons (AR) 8 students answered the questionnaire with the expression like (**Meet him at campus, if he can still be found, then immediately apologize and say that he is late because he overslept. If you are no longer on campus, you will be contacted via WA and apologize**).

The researcher calculated the frequency and percentages the variations of apologizing strategies used by EFL students in item 7.

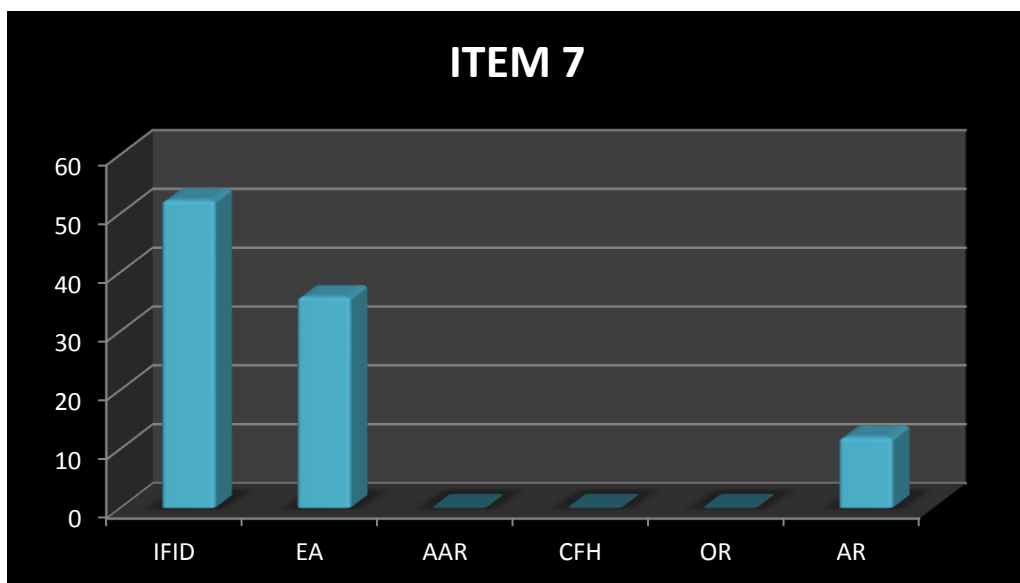
Table.4.15

Frequency of Apologizing Strategies used by EFL students in item 7

Strategy	Frequency	Percentage
Illocutionary Force Indicating Device (IFID)	35	52,24%
Explanation or account (EA)	24	35,82%
An acknowledgement of responsibility (AAR)	0	0,00%
Concern for the hearer (CFH)	0	0,00%
Offer of repair (OR)	0	0,00%
Another Respons (AR)	8	11,94%

Based on the frequency table above, we can conclude that the most strategies in item 7 used by EFL students was IFID with 52,24%, and the lowest strategies used by EFL students in item 7 was OR,AAR,CFH with 0,00% percentage. While another responds used by EFL students was 11,94%. Moreover the histogram can be seen as follow :

Histogram
Percentage of Apologizing strategies in Item 7
(Equal, Formal, Friend to Friend)



Item 8

The situation and context from item 8 described below :

Situation : If you didn't do something you were supposed to do-like keeping a promise or a curfew.. Context : You promised your senior at a restaurant to teach you a task that you must complete immediately. but instead you have problems getting there how do you apologize?

Table.4.16
Apologizing Strategies used by EFL students in item 8
(Low to High, Informal, Junior to Senior)

Strategies	Total	Data	No. Data	Data Code
Illocutionary Force Indicating Device (IFID)	38	I'm sorry, I really didn't expect this to happen. I can't go there. Sorry to take your time. Sorry because there are other things that can't be avoided	1,7,8,11	IFID
Explanation or account (EA)	16	Sorry, Sis, today I can't study with you because I have an appointment with my family "Sis, I'm sorry, Sis, I don't have a vehicle there, Sis, so I can't come to the place that we have agreed on, Sis, I'm sorry Sis, because of the obstacles I have I can't come"	14,15,16	EA
An acknowledgement of responsibility (AAR)	1	I'm so bad today sorry for my mistake to late	67	AAR
Offer of repair (OR)	1	I'm so Sorry, bro i'm so late i promise dont be late again	42	OR
Concern for the	0			CFH

hearer (CFH)				
Another Respons (AR)	11	Yes I apologize and provide an explanation why I have problems coming Called the senior and said the problems experienced and then apologized.	4,9,10,13	AR

Based on the table above, the researcher found several strategies used by the students in responses Item 8. First, 38 students answered by using Illocutionary Force Indicating Device (IFID) expression like (**I'm sorry, I really didn't expect this to happen. I can't go there. Sorry to take your time**). Second, 16 students answered the questionnaire by using Explanation or account (EA) like (**Sorry, Sis, today I can't study with you because I have an appointment with my family**). Third, 1 students used An acknowledgement of responsibility (AAR) like (**I'm so bad today sorry for my mistake to late**). Fourth, 1 students answered by using Offer of repair (OR) like (**By speaking privately and then saying that the incident did not mean anything**). Fifth, none students answered by Concern for the hearer (CFH). The last, in the another respons (AR) 11 students answered the questionnaire with the expression like (**Yes I apologize and provide an explanation why I have problems coming**).

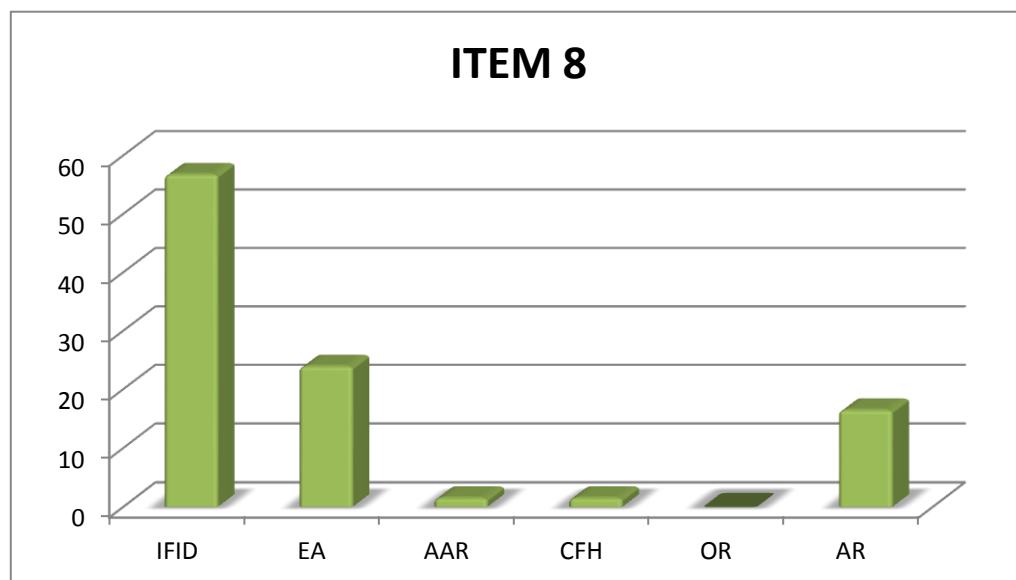
The researcher calculated the frequency and percentages the variations of apologizing strategies used by EFL students in item 8.

*Table.4.17***Frequency of Apologizing Strategies used by EFL students in item 8**

Strategy	Frequency	Percentage
Illocutionary Force Indicating Device (IFID)	38	56,72%
Explanation or account (EA)	16	23,88%
An acknowledgement of responsibility (AAR)	1	1,49%
Concern for the hearer (CFH)	1	1,49%
Offer of repair (OR)	0	0,00%
Another Respons (AR)	11	16,42%

Based on the frequency table above, we can conclude that the most strategies in item 1 used by EFL students was IFID with 56,72%, and the lowest strategies used by EFL students in item 1 was OR with 0,00% percentage. While another responds used by EFL students was 16,42%. Moreover the histogram can be seen as follow :

Histogram
Percentage of Apologizing strategies in Item 8
(Low to High, Informal, Junior to Senior)



B. Discussion

Based of the data description and data analysis, it had showed some strategies that used by EFL Learners at IAIN Baatusangkar. This research found total result that the most apologizing strategies used by EFL Learners are Illocutionary Force Indicating Device (IFID) with percentage 45,52%, and the lowest Apologizing strategies used by EFL Learners were Concern for the hearer (CFH) with percentage 2,43%. The strategies that used by EFL Learners in the data analysis are influenced by some factors such as situation, status, familiarity and imposition. It will be different answers from the respondents if the situation is affected by those factors. This shows that students are aware to use the strategy of apologizing for the different situations given. From the results of the study, the researcher found different results from the initial observation that students were actually aware of pragmatic failures. They use appropriate apologizing strategies if they are given such a situation depending on the different contexts with which they are speaking; higher or lower status, how close the relationship (familiarity) is between the speaker and the listener, and how high the coercion is imposed on the listener.

First, the researcher found the most strategies used by EFL students in the item 1 : *You are having a meeting at a campus organization and then during the meeting your junior gives an opinion there then you immediately reject your junior's opinion and don't mean to hurt his heart, how do you apologize for rejecting his opinion?* was IFID with frequency 19 students and 28,38% percentage, and the lowest strategy used by EFL Learners was CFH and AR with frequency 5 student and 7,46% percentage.

Second, the researcher found the most strategies used by EFL students in the item 2 : *you were joking with your boarding friend at that time you accidentally said a word that he/she didn't like at all, you quickly wanted to apologize to him/her so his heart didn't hurt.* was IFID with frequency 35 students and 52,24% percentage, and the lowest strategy used by EFL Learners was CFH with frequency 2 student and 2,99% percentage.

Third, the researcher found the most strategies used by EFL students in the item 3: *You want to meet your senior in the cafeteria because a few days ago you borrowed your senior's flash drive, then suddenly you accidentally lost it, how do you apologize?* was IFID with frequency 29 students and 43,28% percentage, and the lowest strategy used by EFL Learners was OR and CFH 0 student and 0,00% percentage.

Fourth, the researcher found the most strategies used by EFL students in the item 4: *You are about to move to a new rent house .You borrow your junior's clothes at the boarding house and then when you wash it accidentally the clothes get faded so the color is no longer the same as when you borrowed it. How do you apologize?* was IFID with frequency 18 students and 26,87% percentage, and the lowest strategy used by EFL Learners was CFH with frequency 0 student and 0,00% percentage.

Fifth, the researcher found the most strategies used by EFL students in the item 5: *Your lecturer forbids you not to cheat on your senior assignments but you do it instead. because you feel guilty about it you want to apologize to your lecturer how do you apologize?* was IFID with frequency 35 students and 52,24% percentage, and the lowest strategy used by EFL Learners was OR with frequency 3 student and 4,48% percentage.

Sixth, the researcher found the most strategies used by EFL students in the item 6: *You are sitting with your friends in the campus gazebo and then your friends ask if you have made an assignment. then you answer not yet even though you've done it. because you feel guilty how do you apologize?* Was IFID with frequency 35 students and 52,24% percentage, and the lowest strategy used by EFL Learners was OR with frequency 0 student and 0,00% percentage.

Seventh, the researcher found the most strategies used by EFL Learners in the item 7: *You made an appointment to your organizational friend for a meeting on campus at 3 pm but you came late because you overslept. how do you apologize?* Was IFID with frequency 35 students and 52,24% percentage, and the lowest strategy used by EFL Learners was AAR,OR, and CFH with frequency 0 student and 0,00% percentage.

Last, the researcher found the most strategies used by EFL students in the item 8: *You promised your senior at a restaurant to teach you a task that you must complete immediately. But instead you have problems getting there how do you apologize?* is IFID with frequency 38 students and 56,72% percentage, and the lowest strategy used by EFL Learners is CFH with frequency 0 student and 0,00% percentage

From the research finding above, it shows that the students used different apologizing strategies based on the situation and context. This research has similarities from the research by Banikalif (2015). His research showed that Jordanian Arabic EFL learners apologizing in his study can be seen as an act that expresses emotional state in order to re-establish social harmony after a real or virtual offence.

This research confirms that Indonesian learners tend to Illocutionary Force Indicating Device (IFID) the ones frequently expression used by Indonesian native speaker when s have done a favor for them. Respondents are a influenced by some factors to respond the situation given. Native culture was also one of the factor that influenced the learners, explaining the reason after mentioning Apologizing because they think elaborated say sorry is sufficiently polite to be used in any kinds of situations. In line with this, the to Illocutionary Force Indicating Device (IFID) strategies are expressed through the words “*I’m sorry...*” and tell the explanation or reason. So it can be concluded EFL learners at IAIN Batusangkar used to Illocutionary Force Indicating Device (IFID) because they are influenced by some factors such as context, situation, familiarity, and status.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This thesis analyzed the apologizing strategies used by fifth-semester students of English Teaching Departments at IAIN Batusangkar. Based on the data that has been analyzed, the researcher concludes that the respondents used different ways in apologizing the DCT. After analyzing the data, several conclusions are found to answer the research questions.

For apologizing strategies, the researcher used the theory of apologizing strategies based on Banikalif. The theory provides five strategies of apologizing strategies. This apologizing strategies are used to reveal the way the respondents thank the interlocutor after doing a favor. The result shows that the respondents apply almost all the types of apologizing strategies. They are IFID that appears 224 times 45,52% and Furthermore, EA 124 times 23,13%, AAR appears 57 times 10,63%, 19 appears 19 times 3,54% and 13 of student used CFH that appears 13 time with 2,43 percentage. From the explanation above, the most strategy that frequently used by the respondents was IFID strategy.

Thus, this research provides the evidence that apologizing strategies used by EFL learners at IAIN Batusangkar depends on the various factors such as situation, context, status (lower or higher), familiarity, and native culture. all in all, the researcher has proven that the apologizing strategies can be analyzed through DCT (Discourse Completion Test). This research can discover the types of apologizing strategies used by the respondents.

B. Suggestion

Based on the result of this research, the researcher give some suggestion as follows :

1. Lecturer

From the result of the research, apologizing strategies used by english students in general is elaborated apologizing. Therefore, the researcher would like to give information that elaborated is good as apologizing strategy because it can be used in communication in all situation.

2. The Students

To the students, they should increase their communicative competence and use the various strategy for apologizing so that they will have a smoother and good relationship to each other.

3. Next Researcher

For the next researcher, it is hoped that she can conduct a research about an analysis of strategies that happen in a certain place and certain people.

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