

APOLOGY ACTS AMONG EFL STUDENTS AT SEKOLAH MENENGAH ATAS NEGERI 1 BATURITI

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tindak lokusi dan tindak perlokusi, struktur kalimat serta jenis kalimat (bentuk-bentuk) tindak lokusi dan perlokusi juga strategi tindak lokusi dan perlokusi yang digunakan oleh siswa. Penelitian ini adalah penelitian kualitatif deskriptif yang mana data dikumpulkan dalam bentuk kalimat. Subjek penelitian ini adalah siswa kelas sekolah menengah atas. Data dikumpulkan dengan mengamati simulasi percakapan melalui permainan peran yang berpatokan pada lima situasi yang berbeda. Data dianalisis secara deskriptif. Hasil dalam penelitian ini menunjukkan bahwa struktur kalimat yang paling sering digunakan dalam membuat dan menanggapi permintaan maaf adalah kalimat yang sederhana dan positif. Selain itu, strategi yang paling sering digunakan dalam membuat permintaan maaf oleh siswa adalah permintaan maaf langsung. Sementara itu, strategi yang paling sering digunakan oleh siswa dalam menanggapi permintaan maaf adalah menerima dan menghindar. Namun tidak ada siswa yang menggunakan penolakan dalam menanggapi permintaan maaf. Penelitian ini dibatasi oleh simulasi percakapan melalui permainan peran yang berpatokan hanya pada lima situasi.

Kata kunci: *bentuk, permintaan maaf, strategi, tindak lokusi dan perlokusi*

Abstract

This study was aimed at describing locutionary and perlocutionary acts, sentence structures, sentence types (forms) and locutionary and perlocutionary acts strategies used by the students of Sekolah Menengah Atas Negeri 1 Baturiti. This study was a descriptive qualitative research. The subjects of this research were senior high school students. The data in the form of sentences were collected by observing simulated speech role play encounters in five different situations. The data were analyzed descriptively. The result showed that the most frequent sentence structures used by the students in making an apology were simple and positive sentences, while their most frequently used sentence structures in responding an apology were simple and positive sentences. In addition, the most frequent strategy used by the students in making an apology was direct apology. Meanwhile, the most frequent strategies used by students in responding an apology were accepting and evading. However, none of the students used reject in responding an apology. This study was limited to the use of simulated role play speech encounters in five situations.

Keywords: *apology, form, locutionary and perlocutionary acts, strategy*

INTRODUCTION

The application of Curriculum 2013 in English also has a fundamental purpose of developing the learners' ability in communicative competence in interpersonal, transactional, and functional discourse, using various spoken and written English texts as well as using accurate and acceptable linguistic elements in the context of life in the home, school, and society,

Madkur (2014). In the worldwide, it is expected that students have a good communication skill.

The implication of Curriculum 2013 is that the instructional process should be more focused on mastering communicative competences, especially on interpersonal conversation, Madkur (2014). Therefore, it is necessary to put activities which orient to improve speaking ability in order to have

good communicative competence. Curriculum 2013 also emphasized on using the authentic material which closely related with students' daily life, especially in conversation in order to master the communicative competence. One of all material used in daily conversation, the most closely material related with students' daily conversation is speech act.

Among the speech acts that employ in daily communication, apology act is one of the most frequently used. Apology act is a face-threatening act that requires the speaker to admit their responsibility for some behavior (or failure to carry out some behavior) that has proved costly to the hearer, Brown and Levinson as cited in Qorina (2012). Apology acts are important because it is needed to correct the mistakes that have been made, so as to improve the harmony between speaker and hearer, (Sari, 2016).

Based on the pre-observation in Sekolah Menengah Atas (SMA) Negeri 1 Baturiti, students usually used expressive act in several conditions. For example, they immediately said "Thank you" when someone gave something. They immediately said "Sorry" when they did something wrong. This thing also happened in SMA Negeri 1 Baturiti. Students unconsciously used expressive act in the classroom when they were talking with their friends. Most of the students used apology act in their everyday conversation. There were several students who expressed their feeling through different strategies because every student had their own way to speak. So, it could be seen there were some occurrences of expressive act especially apology act used by students in SMA Negeri 1 Baturiti.

Besides, another fact appeared when students only used the same expression to state their apology to others. As we know there was a lot of apology expressions exist such as forgive me, apologize, regret, sorry and etc. but most of the student only used the common expression that they knew. Besides, students used inappropriate sentence structure as well as sentence type

while making and responding an apology. They needed to know another expression that could be used to express apology in a different way. It could make the student be able to master various vocabularies to be used.

Based on the statement before, this study was conducted which focused on identifying and comprehend the apology act performed by the students in SMAN 1 Baturiti, especially apology acts. It was interesting to analyze because apology act was important because it was needed to correct the mistakes that had been made, so as to improve the harmony between speaker and hearer. Besides, in Indonesia which includes in the East country has a culture of high politeness based on age, status, and gender. Moreover, in Bali, people have a good manner to keep their harmonization in their life, avoiding misunderstanding by saying "Help", "Thank you" and "Sorry". Searle's definition of apology was an action used to create a better situation by showing our feeling of regret due to our mistake. This theory was supporting the statement above about polite attitude by Indonesian people. In addition, eleventh-grade students in SMA Negeri 1 Baturiti had a different way of stating apology to someone with a different response.

This study conducted to get answer of these four research questions: 1) What locutionary acts forms of apology are used by the eleventh grade students of SMA Negeri 1 Baturiti? 2) What perlocutionary acts forms of apology are used by the eleventh grade students of SMA Negeri 1 Baturiti? 3) What locutionary acts strategies of apology are chosen by eleventh grade students of SMA Negeri 1 Baturiti? and 4) What perlocutionary acts strategies of apology are chosen by eleventh grade students of SMA Negeri 1 Baturiti? This study aimed to examine and investigate of apology act used by the students based on the form of apology and strategy in SMA Negeri 1 Baturiti.

METHOD

This research was descriptive qualitative research. According to (Best, 1981) qualitative studies are those in which the description of observations is not ordinarily expressed in quantitative terms. It is not suggested that numerical measures are never used, but that other means of description are emphasized. Meanwhile, qualitative descriptive designs are typically an eclectic but reasonable and well-considered combination of sampling, and data collection, analysis, and representational techniques.

This study conducted at SMA Negeri 1 Baturiti which was located in Peraan Village, Baturiti-Tabanan. The subjects of this research are eleventh grade students at SMA Negeri 1 Baturiti in which there were 30 students who participated in this research. The subject was selected purposively by the recommendation from the teacher. The object of this research was apology act in which a part of expressive

acts. The concerned of the analysis were locutionary and perlocutionary acts form and strategy used by students in apology. The instrument which used in this research was simulated speech encounter in form of role play which contained 5 conditions of apology that lead the students to make a simple conversation with pair.

This research used elicitation technique as a method of collecting the data. According to Barton (as cited in Uгла, 2016) elicitation techniques are a category of research tasks that use visual, verbal, or written stimuli to encourage participants to talk about their ideas. Researcher also use recording, in which recording was used to record students locutionary and perlocutionary acts which was expressed by the student. When the data has been collected, then the data analyzed through some procedures based on each problem stated in this study

FINDING AND DISCUSSION

Locutionary Act Sentence Structures of Apology

No	Locutionary Act Forms	frequency	Examples
1	Sentence Structure		
	a. Simple Sentence	176	I'm so sorry my hat is left behind
	b. Compound Sentence	84	I'm sorry, but I didn't mean to disturbing you
	c. Complex Sentence	40	I'm sorry I'm late because my stomach is sick

Source: Data Analysis, June 2018

Locutionary Act Sentence Types of Apology

No	Locutionary Act Forms	frequency	Examples
1	Sentence Type		
	a. Positive Sentence	213	I do apologize for it
	b. Negative Sentence	86	I didn't mean it that way
	c. Interrogative Sentence	1	I need to do something, is it okay that I leave now?

Source: Data Analysis, June 2018

Locutionary Acts Forms of Apology

First, based on sentence structure which was divided into three categories, most students used a simple sentence of apology in all five different situations. Simple sentences which were used by students generally applied the pattern "S + V + O". The subject in here stand for the

person who apologizes, verb stand for imperative words/performative words of apology and object stand for the reason why the students were apologizing for. The first situation was to apologize for being out of expectations or breaking rules/ promises. One of the simple sentence which was used by the student:

Example 1:

"I'm sorry my hat is left behind"

Students also used compound sentences in apology. However, students who used compound sentences were not as many students who used simple sentences. Students who used compound sentences could be compared to a half of the students who used simple sentences. Students, who used compound sentence, mostly used pattern "S + V + C, *coordinating conjunction* + S + V + C". The coordinating conjunction that was used by the students was mostly "but" also "and". An example of a compound sentence which was used by students was:
Example 2:

"I'm sorry, but I didn't mean to disturbing you"

The same thing also happened to students who used complex sentences in apologizing. Half of the students who used a compound sentence were using complex sentences. This one was an example of complex sentences which was used by students:

Example 3:

"I'm sorry I'm late because my stomach is sick."

One of the reasons why the students used the simple apology to their friend was their situation in which they were familiar with each other and had the same status as students. Sari (2016) found that the apology which was used by a native speaker would be different based on the situation, familiar and non-familiar situation. In a familiar situation case, the status of the speaker gave impact to how the apology would be taken place. This status of the speakers was higher than the hearers, equal to hearers, and lower than hearers.

Besides that, some of apologetic words which were known to be used in expressing apology were not shown. the result only shows that students use "sorry", "apology", and "forgive". The words "regret",

"excuse" and "pardon" were not shown at all. This might indicate that although the participants were students who have learned English and more than five years, they tend to use limited variations of apology expression. This preference and the variation of overt strategy is, according to Wouk (2006), nothing to do with cultural preferences but more on the lexical gaps in Bahasa Indonesia which is less various and less comparable with English which has several types of overt apology.

Second, based on sentence types which were divided into three categories, most students used positive sentences in apologizing among all five different situations. It could be said that almost three quarters of all students used positive sentences in apologizing. As one example of positive sentences used by students was:

Example 4:

"I do apologize for it"

In addition, there were some students who used negative sentences in apologizing. It could be simply said that a quarter of students used a negative sentence in apologizing. In negative sentence, all of the students used the same pattern in apologizing. They used pattern "S + V + Not + O". One example of a negative sentence used by a student was:

Example 5:

"I didn't mean it that way"

In the category of interrogative sentence only one student who used it on apology. The example of interrogative sentence which was used by the students was:

Example 6:

"I need to do something, is it okay that I leave now?"

Perlocutionary Act Forms of Apology

No	Perlocutionary Act Forms	frequency	Examples
1	Sentence Structure		
	a. Simple Sentence	264	It's okay
	b. Compound Sentence	36	Okay, but don't do it again
	c. Complex Sentence	0	
2	Sentence Type		
	d. Positive Sentence	223	Never mind
	e. Negative Sentence	76	Don't worry about that
	f. Interrogative Sentence	1	Oh really?

Source: Data Analysis, June 2018

Perlocutionary Acts Forms of Apology

First, based on sentence structure which was divided into three categories, almost all students used simple sentences in responding to an apology. Based on the table above, which was seen from the structure of sentences, many students used simple sentences in responding. In all five situations which were given almost all students respond in the form of simple sentences. In general, the sentence's pattern was used by students was the pronoun "it" + Lv + noun. One of the examples was:

Example 7:

"It's okay"

However, there were some students who used compound sentences in responding to an apology. One example of a compound sentence was used by a student:

Example 8:

"Okay, but don't do it again"

Second, based on sentence types which were divided into three categories, most students used positive sentences in

responding to an apology. It could be said that three-quarter of the students used a short and positive sentence to respond to an apology. One example of positive sentences that students used was:

Example 9:

"That's okay"

In addition, a quarter of all students' respond was delivered in negative sentences. There was a huge difference between the use of positive and negative sentences in responding to an apology. Here was an example of a negative sentence that students used in responding to an apology, namely:

Example 10:

"Don't worry about that"

This thing happened because the students prefer to maintain the friendship, good relationship, and positive ambience around them though actually they felt quite annoyed with the situation happening. As what Nadar (as cited in Sari, 2016) stated that speech act of apology is important because it is needed to correct the mistakes that have been made, so as to improve the harmony between speaker and hearer.

Locutionary Act Strategies of Apology

No.	Locutionary Act Strategies	frequency	Example
1.	Direct	239	I'm sorry I can't talk anymore
2.	Indirect	61	My mistake that my hat is lost

Source: Data Analysis, June 2018

Locutionary Acts Strategies of Apology

Almost all students expressed an apology directly to their classmates among all five different situations. The common

pattern of direct apology that was used by the students was "S + imperative word of apology + object". This could be seen from the example contained in the table:

Example 11:

"I'm sorry I can't talk anymore."

However, there were also some students who expressed an apology indirectly to their classmates. The differences in both strategies were huge and it could be said that three to one of the total students who used direct and indirect strategy in apologizing. Like the following example:

Example 12:

"My mistake that my hat is lost"

From this exclusive used of two apology strategies suggested that the respondents felt they need to be explicit and direct. It seems that students in SMA Negeri 1 Baturiti used "Explicit expression of apology" (sorry) to accomplish stability while dealing with an event that needs apologizing. There was another possibility of using this apology strategy because this was a kind of expression which was heard or "overheard" in daily routine conversation. It was quite usual that even at a slighter

mistake they said 'sorry', whether or not the situation was severe. This finding also supported with findings of other studies from Uгла (2016) that found apologies given by EFL learners in English were mostly direct.

Besides, the situation also played an important role in students' apology strategy, because they tend to use the direct apology to others as they knew the situation was informal since they talked to their classmates. According to Blum-kulka & Olshtain (as cited in Sari, 2016) explained that there were some factors underlying a person apologizes and the reasons for choosing certain apology strategies. The most important one was the degree or the seriousness of the offense he/she made besides other factors such as culture, person, context, power, a parameter of distance, and probably age. Cedar (as cited in Winda, 2014) mentioned that the difference in the set of apology strategies and its uniqueness was determined by the different speech and culture in the community.

Perlocutionary Act Strategies of Apology

No.	Perlocutionary Act Strategies	frequency	Example
1.	Accept	134	It's okay
2.	Acknowledge	46	Okay, but don't do it again
3.	Evade	120	Never mind
4.	Reject	-	

Source: Data Analysis, June 2018

Perlocutionary Acts Strategies of Apology

Many students were responding with accepting the apology with a simple phrase, like the following example, *"It's okay"*. However, there were also students who received an apology by giving some advice to their friends which were termed as 'acknowledge'. Quarter students from the number of students who accept an apology using acknowledge in responding. Like the following example *"Okay, but don't do it again"*. Compared with the use of acknowledge, students who used 'evade' in responding was very different, but not much different from the number of students who

accepted the apology. Students who accepted and used 'evade' had a slight difference. Here was one way students respond to apologies using 'evade', *"Never mind"*.

This thing happened because the students prefer to maintain the friendship, good relationship, and positive ambiance around them though actually they felt quite annoyed with the situation happening. As what Nadar (as cited in Sari, 2016) stated that speech act of apology is important because it is needed to correct the mistakes that have been made, so as to improve the harmony between speaker and hearer. That was why the students tend to use accept in responding to the other's apology.

Meanwhile, the students used evade in responding, it because they wanted to avoid the situation and forget about the mistake. It was another way for them to maintain their good relationship with their friends. They used evade also to show the degree of their friends' mistake. If the mistake was reasonable, they would like to accept it. However, if the mistake was hurt their feeling, they would like to use evade instead of rejecting their friend's apology.

LIMITATION

There were certain points that the researchers were unable to account for. These were the limitation found in this study:

- 1) In this study, the data were collected through role play in which students were asked to make a simple conversation about making and responding apology. It could be better if the data were collected based on natural situation which will give a real data of students' apology acts.
- 2) This research was also limited by the situation which gave to the students and expressed an apology based on the situation. The situation was 1) making and responding an apology for being out of expectation, 2) making and responding an apology for making mistake, 3) making and responding an apology for rejecting invitation, 4) making and responding an apology for manner/attitude, and 5) making and responding an apology for leaving conversation. It would be better if the students expressed their apology freely and not based on a certain situation because it would be given a good quality of data.
- 3) Based on the finding, one responds strategy was not appear, it was rejecting. If the research were conducted naturally, may be all of the strategy or forms are appear like what the researchers' wishes.

CONCLUSION

In conclusion, it was found that student students mostly use simple

sentence among three sentences structure that exist. However, it did not mean that students did not use the other two sentence structure. Several students also use compound and complex sentence in expressing apology. In addition, student frequently expressing their apology positive sentence type and did not much of students who use negative sentence. This result also the same with students respond. They mostly use positive simple sentence in responding. From the strategy, in locutionary acts, students were expressed it directly than indirectly, it is because of they were not familiar with indirect apology. Meanwhile, perlocutionary act strategy which was used by students were accept and evade. However, there were also students who used acknowledge in responding.

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