

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodological approaches and the research procedures used to conduct the case study. It starts by presenting the research design. Then, it introduces the technique for data collection used in the ILP research, namely observation and Discourse Completion Task (DCT). Next, the chapter presents a detailed research instrument consisting of eight situations regarding the students' violation of the rules of the boarding school under investigation. Then, the chapter explains a detailed procedure of data analysis and their interpretation to achieve the purposes of this research. In particular, the Senior Boarding School Students' realization of the speech acts of the apology strategies in the Arabic and English languages, whether contextual factors (external & internal) influence the students' realization, and to what extent the students make a pragmatic transfer in their apologies.

1.1 Purpose Statement and Research Questions Revisited

This research intended to provide necessary data and information on how the pragmatic competence of the students of an Islamic Boarding School in Indonesia is reflected in their realization of the speech acts of apologizing in two non-native languages. The primary purpose of this single case study was to provide a mixed-method approach through qualitative data and mixed-method analysis of the students' apology strategies in the Arabic and English languages with special focus on three folds. First, the research was attempted to explore the students' realization of the speech acts of apologizing, concerning the apology strategies employed by the male and female students in the two languages. Second, once the students' apology strategies have been revealed, this research attempted to explore whether contextual factors (internal and external) affect the selection of apology strategies. Third, two factors are influencing the non-native speakers' production of the speech acts, namely sociopragmatic and pragmalinguistic. This research also attempted to explore whether the pragmatic transfer that is drowned from the

Abdulkhaleq Al-Rawafi, 2020

APOLOGIZING IN ARABIC AND ENGLISH: AN INTERLANGUAGE PRAGMATIC CASE STUDY OF STUDENTS AT AN ISLAMIC BOARDING SCHOOL IN INDONESIA

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

students' pragmalinguistic affects the production of the apology strategies, which leads to a communication failure. The researcher argues that performing the speech acts of apologizing in a non-native language is a hard task due to two factors. The first factor is concerning the process of the selection of the appropriate apology strategy that not only fits the context but also placates the offended party. The later is concerning with the process of production by using appropriate linguistic items, which fits the intended apology in the targeted language. This research will add to the literature on how the two factors influenced the selection and production of the apology strategies in a non-native language.

In order to fill the research gap, the dissertation is supposed to examine and answer the following research questions:

1. What are the apology strategies used by Senior Islamic Boarding School Students in the Arabic and English languages?
2. Do contextual factors (external & internal) influence the students' selection of apology strategies?
3. In what ways and to what extent do Senior Islamic Boarding School Students make a pragmatic transfer when apologizing in the Arabic and English languages?

1.2 Research Design

This research employed a mixed-method single case study research design. The design was suitable to fit the purpose of this research in the sense that it captures an in-depth and holistic inquiry regarding the research's issues above (Creswell, 2014, 2015; Creswell & W., 2011; Denscombe, 2007; Malik & Hamied, 2014; Yin, 2011).

Figure 3.1 below illustrates the procedure of the research design in which the qualitative and quantitative approaches were combined to strengthen and overcome the weaknesses of a single method (Malik & Hamied, 2014, p. 274). Due to the data of this research has been collected qualitatively, the convergent design was used in which the qualitative categories and themes were obtained by collecting and analyzing qualitative

data, and then subsequently quantified (Schoonenboom & Johnson, 2017, p. 8), which is known as “data transformation variant” (Creswell, 2011, p. 82; Malik & Hamied, 2014, p. 288).

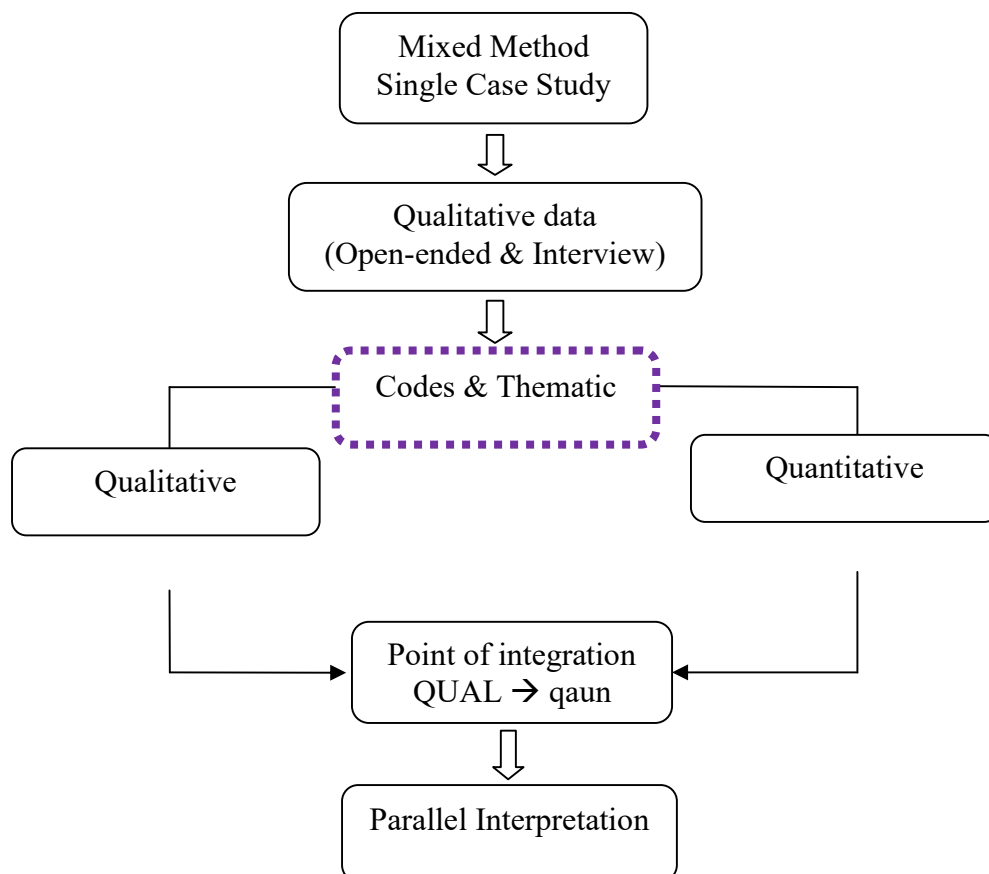


Figure3. 1 Design of mixed method single case study used in this research

To be precise, the design is a transformative design with the form of ‘QUAL à quan’ in which the QUAL represents the primary component, and the *quan* represents the supplemental component. In other words, the design confirms unequal priority in which greater emphasis was placed on the qualitative approach and used a merging process of data transformation. Hence, the researcher derived qualitative themes (e.g., the five apology strategies) from the qualitative questionnaire data (derived from the students’ responses to the eight situations), and scored the themes dichotomously as [1] if present and left empty [] if not present for each response, see Appendix.

These quantified scores were then analyzed with the quantitative data using

the Two-Sample T-test and One-way ANOVA test, to identify the relationships between the categories of the apology strategies, gender, contextual factors, and pragmatic transfer.

At the final stage of the design, the descriptive statistics drawn from the quantitative data were used to support the qualitative one, and also “it enables the researcher to merge quantitative results with the qualitative data in the data interpretation” (Malik & Hamied, 2014, p. 288). Thus, the obtained results concerning the students’ realization of the apology strategies, the effect of the contextual factors, and the extent of the pragmatic transfer in the students’ apologies were presented in a concurrent structure.

1.3 The Rational of Mixed Method Single Case Study Research

As mentioned earlier, this research designed as a single case study to explore the students’ realization of the speech acts of apologizing in two non-native languages. Yin (1984) defines case study research as ‘an empirical inquiry that investigates a contemporary phenomenon within its real-life context: when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used’ (p. 23). Thus, this case was limited to one boarding school and bounded to a senior high school. In this research, the justification of a single case study is based on the characteristics of case studies.

First, the subject of this research is a single school, hence ‘case study is used to investigate a particular phenomenon by studying one identified case within its context’ (Malik & Hamied, 2014; Mills, Durepos, & Wiebe, 2013; Onghena, Maes, & Heyvaert, 2019; Zaina, 2007). According to them the case can refer to any unit: a person, a part of a person (e.g., a brain region), a group of persons (e.g., a family), an organization (e.g., a school), a set of procedures (e.g., a public program), an event (e.g., a political meeting), or an artifact (e.g., a building). In line with that, the researcher selected a senior Islamic boarding school located in Subang city, Indonesia, as the spot of this case study. This case was chosen to provide a clear manifestation of the existence of the propaganda that students in that boarding school gain notable pragmatic competence of the speech acts in two foreign languages, Arabic and English.

Second, a case study is used when a phenomenon is not understood fully. A case study provides an in-depth understanding of a complex phenomenon or issue in its real context. Therefore, this research provides detailed information regarding the students' apology strategies. The study is an explanatory case study because it tries to answer in-depth the main problem of how do students of an Islamic boarding school select and produce the speech acts of apologizing in the Arabic and English languages. In second language research, case studies are widely used to 'provide a holistic description of language learning or use within a specific population and setting' (Mackey & Gass, 2005, p. 171). Linguistically, case studies are used to test the development and production of linguistic actions such as the pragmatic competence of young learners (Mackey & Gass, 2005, p. 171), in this case, apologizing. The research begins with describing the apology strategies used by male students in the Arabic language, the apology strategies used by the female students in the Arabic language, the apology strategies used by the male students in the English language, and the apology strategies used by the female students in the English language. Besides, it provides detailed information about the influence of the contextual factors on the selection of the apology strategies in both languages. Finally, it clarifies whether the pragmatic transfer affects the students' pragmalinguistic.

Third, this research combines qualitative and quantitative in analyzing the collected data that has been collected qualitatively. According to (Mills et al., 2013) that mixed method is appropriate with this case study research, hence the qualitative data of this research, the students' responses to the eight situations in the Arabic and English languages that is collected through a questionnaire DCT, is quantified "to extract meaning from the data sets that might otherwise be hidden" (2013, p. 2).

Thus, this research made the priority to the qualitative data, which then transformed into quantitative to make persuasive arguments and conclusions through a descriptive statistic regarding the frequencies and the p-values of the two-sample T-tests and a one-way ANOVA test. In this research, the primary approach is coded as QUAL (qualitative), and the secondary approach is coded as *quan* (quantitative). In other words, the primary data is 'qualitative', and the

Abdulkhaleq Al-Rawafi, 2020

APOLOGIZING IN ARABIC AND ENGLISH: AN INTERLANGUAGE PRAGMATIC CASE STUDY OF STUDENTS AT AN ISLAMIC BOARDING SCHOOL IN INDONESIA

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

supplement data is ‘quantitative’, which is driven from the qualitative data (Schoonenboom & Johnson, 2017, p. 13). The combination is sequential indicated by an (à) (Schoonenboom & Johnson, 2017, p. 7), in which the quantitative data is presented and followed with a qualitative interpretation. In other words, the qualitative data are the students’ written responses to the eight situations, whereas the quantitative data are the statistical frequencies of the coding scheme.

According to Creswell (2015, p. 59), MMRD is an approach to research in which the investigator analyzes and interprets both quantitative and qualitative data (e.g., open-ended information), integrates or combines the two approaches in various ways.

The purpose of using an MMR is to help in answering research questions, heightened knowledge and validity, and strengthen the researcher’s confidence. Many researchers have applied Mixed Method Research (MMR) in their research domains, such as, in nursing (Doyle, Brady, & Byrne, 2009), in health psychology (Bishop, 2015), in language teaching (Riazi & Candlin, 2014), language learning motivation for international students (Kormos, Csizér, & Iwaniec, 2014), the impact of sociocultural adaption on the development of pragmatic production (Kormos et al., 2014), and in pragmatic trials and dissemination and implementation research (Albright, Gechter, & Kempe, 2013).

1.4 Research Site

The research took place at a Senior Islamic Boarding School in Subang, Indonesia. As mentioned earlier, a mixed-method single case study research requires a natural setting and purposive sampling (Al-adaileh, 2014; Creswell, 2015; Malik & Hamied, 2014). Collecting naturally occurring data entails studying people’s behavior in natural contexts that are not invented by the researcher in which observation is the primary data source. In this regard, the researcher becomes part of the natural setting, which gives him more opportunities to understand the selected students and to become familiar with the “shared cultural meaning”, which then helps in comprehending the social and linguistic behavior of that students. The reason for selecting that Boarding School as a context of this research is its “multilingual environment” (Al-Rawafi &

Syihabuddin, 2019, p. 6). In that school, the students must learn and speak in Arabic and English every day. In other words, these two languages are compulsory in the students' daily conversations and talks by which they produce different types of speech acts. The researcher accessed the school in 2017-2018 in response to a request from that school to the department of linguistics, to research the Indonesian language learning difficulties by "Indonesian Back Home Students (IBHS)". This research paved the way for the current research by which the researcher has established an exceptional understanding of the language and linguistic environment of that boarding school. Therefore, the researcher got permission from the principle of that school to select the participants and use the school facilities (e.g., the computer laboratory), see Appendix.

1.5 Participants

To examine the pragmatic acquisition and production in L2, this research uses a cross-sectional approach initiated by Kasper and Rose (2002) which allows the researcher to involve a large number of participants and 'making robust generalizations possible' (p. 141) and hence, helps the researcher to collect the research data in a short period (Ellis, 2012, p. 34). Besides, cross-sectional studies are concerning with the study of 'language use' rather than 'language learning' wherein the first examination is about the performance of linguistic features in L2, such as speech acts (Ellis, 2012, p. 341).

The total population of this research consists of 1070 students enrolled at the Boarding School in the academic year 2018/2019. The participants were 202 senior students selected purposively to fulfill the subjectivity of this research. The participants signed a consent form (see Appendix) contains a disposition to be volunteers in this research, to fill in a DCT regarding the eight situations requiring apology strategies.

According to Mackey, Gass, Mackey, & Gass (2005, p. 122-127), researchers can select the participants according to their research objectives. Besides, purposive sampling may help in minimizing threats of external validity in the sense that purposive sampling worked well in eliciting data of the researcher's interest. To fulfill this interest, the researcher is a volunteer teacher of

the English language at that boarding school and a native speaker of the Arabic language. According to (Denscombe, 2007, p. 17), with using purposive sampling ‘researchers already know something about the specific people or events and deliberately select particular ones because they are seen as instances that are likely to produce the most valuable data’. Researchers of speech acts (Al-Farisi, 2015; Eres, 2016; Tongco, 2007) used purposive sampling in their studies.

This research uses purposive sampling in selecting the participants based on the researcher’s knowledge regarding the students’ pragmalinguistic knowledge in L2; that is, the students’ scores in a final exam of the Arabic and English languages of the academic year 2018-2019. The selection criteria were the students’ score, which is ≥ 85 in the Arabic and English languages.

In order to have sufficient responses, the participants were selected according to their gender criteria through eliciting data from both male and female students. This method minimizes the argumentative about gender and language use and gender and the acquisition of the pragmatic competence of the L2, e.g., apologizing. The following table presents the distribution of the participants based on gender, first language, and second languages.

Table3. 1 The distribution of the variables

Name of Variable	Categories of Variables	Number of Respondents and Percentage
Gender	a. Male	a. 101 (50 %)
	b. Female	b. 101 (50 %)
First language	a. Indonesian	a. 202 (100%)
Second language (L2s)	a. Arabic	a. 202 (100%)
	b. English	b. 202 (100%)

As Table 3.1 demonstrates, the distribution of the participants is relatively equal. In other words, there are 101 male and 101 female students. This group was chosen purposively from class 10th through class 12th in which the students have had fundamental background regarding the speech acts of the English and Arabic languages. All of these participants are native speakers of the Indonesian language. At the same time, they are learning Arabic and English at the Boarding School in the academic year 2018/2019.

1.6 Data collection

The nature of the data of this research was written responses to eight situations requiring apologies in the Arabic and English languages. The eight situations consist of eight offenses (severe-different) regarding the students' violation of the rules of the Islamic boarding schools in Indonesia. Inside the class, the male and female students were asked to fill in their personal data, sign a consent form in which they agreed to be research participants, and write their apology strategies to each situation using their own words as they are in a real situation.

The data consists of 1.616 responses: 808 in the Arabic language and 808 in the English language. Data refers to any kind of information researchers obtain from the subjects of their studies. Data is of many types: diaries, demographic information, responses to a questionnaire, written essays, scores, etc. Researchers need to prepare and make sure what kind of data is suitable for their research. After the data have been collected, researchers choose the suitable techniques for analysis and interpretation.

The technique of data collection of this research is a Discourse Completion Task (DCT). According to Schauer (2009, p. 60) many studies in IL pragmatics adapted many different techniques and methods of data collection, such as diaries, verbal protocols, rank-ordering tasks, multiple-choice questionnaire, and multimedia instruments, etc. Methodologically, different methods for data collection in ILP have been distinguished concerning the purpose of the study, such as observation of naturally occurring data, production questionnaires, elicited conversations and role-plays, and multimedia instruments.

Yet, the most common data collection technique is the Discourse Completion Task DCT (Afghari, 2007; Bataineh & Bataineh, 2006; Bella, 2012; Jebahi, 2011; Nelson et al., 2002; Nurani, 2009; Nureddeen, 2008; Xu & Wannaruk, 2015).

1.6.1 Discourse Completion Task (DCT)

Discourse Completion Task (DCT) is firstly developed by Levenson and Blum-Kulka in (1978) in order to study lexical simplification and then adapted to the investigation of speech act realization by (Blum-kulka & Olshtain, 1983; Olshtain

& Cohen, 1981). As used in Cross-cultural Pragmatics and ILP, the DCT is a kind of written tasks that are given to the participants of the study to examine their comprehension and production in specific speech acts such as requests, complains, apologies, etc.

DCT has acknowledged a great development in the last twenty years in different domains in Linguistic studies such as pragmatic and language acquisition and more specifically in the theory of speech acts. Researchers have investigated six types of methods for interlanguage pragmatic assessment, i.e., the written discourse completion task, Multiple-choice discourse task, oral discourse completion task, discourse role-play talks, discourse self-assessment talks, and role-play self-assessments. Yet, this research uses the written discourse completion task (WDCT).

The Written Discourse Completion Task (WDCT) as defined by Kasper and Dahl (1991b, p. 221) is ‘written questionnaires including a number of brief situational descriptions, followed by a short dialogue with an empty slot for the speech act under study’. More specifically, WDCT contains a written description of a scenario followed by a blank in which the subjects of the research write what they might say in such situations (Schauer, 2009, p. 66).

According to Beebe and Cumming (Beebe & Cummings, 1996, p. 80), the WDCT is ‘a highly effective research tool and is widely used to collect data in cross-cultural pragmatics and ILP research to examine the comprehension and production of nonnative language users in different domains. For example, in the interlanguage pragmatic comparative studies, as used by (Bataineh & Bataineh, 2008; Nelson, Carson, Al Batal, & El-Bakary, 2002; Blum-Kulka & Olshtain, 1984), in the acquisition of interlanguage pragmatic by non native and native, as used by (Kasber & Blum-Kulka, 1993; Nureddeen, 2008; Afghari, 2007), in the motivation in interlanguage pragmatics, as used by (Tajeddin & Moghadam, 2012), and in the development of pragmatic competence, as used by (Chang, 2010).

In the speech acts performance of apologies, the WDCT is a questionnaire given to the participants in research that “allows the L2 learners to produce an L2 apology that might reflect their L2 proficiency (Chang, 2010, p. 412). It contains

Abdulkhaleq Al-Rawafi, 2020

APOLOGIZING IN ARABIC AND ENGLISH: AN INTERLANGUAGE PRAGMATIC CASE STUDY OF STUDENTS AT AN ISLAMIC BOARDING SCHOOL IN INDONESIA

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

the hearer's response to the utterances of the participants, which is called 'rejoinder'" (Johnston, Kasper, & Ross, 1998 as cited in Schauer, 2009, p. 66).

In addition, the WDCT consists of imaginative or actual situations with the following components: description of the dialogue, the written dialogue, and finally, the incomplete dialogue. Respondents in these situations are supposed to read the descriptions, play the role of the speaker in completing the incomplete dialogue, and to provide appropriate speech acts. For example, Kanik (2013) claims that DCT examines the power relationship between two speakers, the social distance between them, and the reason for the speech act. Kanik illustrated that with a citation of a situational item (Blum-kulka & Olshtain, 1983, p. 198).

At the professor office

A student has borrowed a book from her teacher, which she promised to return today. When meeting her teacher, however, she realizes that she forgot to bring it along.

Teacher: Miriam, I hope you brought the book I lent you.

Miriam:.....
.....

Teacher: ok, but please remember it next time.

Written discourse completion task has its characteristics and limitations in collecting data in a first and second language. Among the characteristics, Beebe and Cummings (1996, p. 80) write four characteristics. These are: (a) researchers are able to gather a large amount of data in a short time, (b) initiate classification of semantic formulas and strategies, study the stereotypical, (c) have a great understanding of the social and psychological factors that might affect speech and performance, and (d) understand the phenomena of speech acts in the minds of speakers of that language'.

Among the limitations of WDCT, Beebe and Cummings (1995) suggest that: (a) responses of a WDCTs do not adequately represent the actual wording used in real situation, the range of formulas and strategies used, (b) the length of response or the number of turns it takes to fulfill the function, the depth of emotion that in turn affects the tone, content, and form of linguistic performance, (d) the number of repetitions and elaborations that occur, and/or the actual rate of occurrence of a speech act, e.g., whether or not someone would naturalistically refuse at all in a given situation.

Abdulkhaleq Al-Rawafi, 2020

APOLOGIZING IN ARABIC AND ENGLISH: AN INTERLANGUAGE PRAGMATIC CASE STUDY OF STUDENTS AT AN ISLAMIC BOARDING SCHOOL IN INDONESIA

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

1.6.2 Semi-structured Interview

A semi-structured interview is widely used in social science, language studies, and humanities. This method, if combined with other methods, helps the researcher to build a holistic picture of the research participants' points of view about a social phenomenon in a defined and non-defined situation. According to (Denscombe, 2007, p. 111) that 'the choice of the semi-structured interviews might seem to be appropriate because this method is particularly good at allowing the researcher to explore in-depth the thoughts, feelings, and reasoning of the respondents'. In pragmatic studies, an interview is an essential method for collecting natural data, which is directly revealed by the respondents. Thus, the following questions are designed for a semi-structural interview: *What does an apology mean to you? Have you ever been in such an offensive situation? What makes you a non-apologizer? What might affect your apology to (X)? do you often apologize? Why?*. Some critical points on the choice of the semi-structured interview are that the data collected through this method 'is not representative' (Denscombe, 2007, p. 11). To avoid this criticism and have representative data, researchers are recommended to use 'a questionnaire survey' (Denscombe, 2007, p. 111).

1.7 Designing the Situations

Blum-Kulka & Olshtain (1983) and Schauer (2009) have developed a situational framework for exploring the realization of speech acts of apologies. Their work has been adapted by many researchers to reveal the speech acts of apology strategies in different languages and cultures by native and non-native speakers. However, this situational framework cannot be adapted for this case study in the sense that the context and culture are relatively different. However, the researcher built on their work to develop situations that match and quip with the context of the Islamic Boarding School under investigation. Therefore, the researcher has developed eight situations requiring apologies regarding the students' violation of the rules of the Islamic boarding school (see Appendix 1).

The researcher selected the situations carefully to include different types of offenses, offended parties, and severity of the offense/degree of imposition,

social power, and social distance. Each situation follows a blank in which the participants write their apologies or ‘what they would like to say in each situation’ (Schauer, 2009, p. 66). The following Table presents the categorization of the eight situations and their internal and external factors.

It is needed to highlight the abbreviations and symbols used in table 3.2 as follows.

A	: Apologizer
O	: offended
SP	: Social Power between participants
$A < O$: apologizer has less power than the offended
$A > O$: apologizer has more power than the offended
$A = O$: apologizer and offended have the same power
SD	: Social Distance between participants
- SD	: apologizer and offended do not know each other
= SD	: apologizer knows the offended to some extend
+SD	: apologizer and offended know each other very well

Table3. 2 Categorization of Face-threatening Situations

	Situation (theme)	What is offended	The offended	Severity of the offense	Social power	Social distance
1.	Late to school	time	The Dormitory Community Manager	Low	$A < O$	=SD
2.	Late to class	time	The Academic Teacher	Low	$A < O$	+SD
3.	Smoking	social gaffe	The Dormitory Superintendent	High	$A < O$	=SD
4.	Have a mobile phone	social gaffe	The Students' Supervisor	High	$A < O$	=SD
5.	Bothering a younger student	morality (Fraud)	Younger student	Medium	$A < O$ $A > O$ $A = O$	+SD
6.	Use the belongings of older student	possession (damage)	Older student	Medium	$A < O$	+SD
7.	Put a trash in improper place	Inconvenience	The Cleaning Service	Low	$A < O$	+SD
8.	Communication with opposite sex	morality	The Dormitory Room Teacher	High	$A < O$	+SD

As Table 3.2 demonstrates, the selected eight situations were adapted from several situations with different offenses regarding the students' violation of rules of the

Islamic boarding schools. The eight face-threatening act situations are selected from the school rules, according to the degree of imposition with three High-impositions, three Medium-impositions, and two Low impositions.

Regarding ‘what is offended’ or ‘type of offense’, the situations are categorized according to Holmes’s (1989) framework in which she categorized the wrongdoings that lead to apologies into six categories, namely inconvenience, space, possession, talk, time, and social gaffe (an embarrassing mistake made in a social situation or public). By refereeing to Table 3.4, the eight situations consist of four types of offense, namely time, possession, inconvenience, and social gaffe.

Besides, the eight situations were classified according to Brown and Levinson's (1987) politeness theory based on three contextual variables social power, social distance, and degree of imposition or ‘severity of the offense’ (Kasper, G., & Schmidt, 1996, p. 155). The severity of the offense measures by accumulative scores ranked into three degrees low, medium, and high.

1.8 Technique of Data Analysis

The dissertation comprises three main questions focused on the realization of the speech acts of apologizing. The researcher believes that the topic in hand is different from the previous studies in the sense that it tackles the problem of diminishing the practical use of apologizing in Islam. People in recent days are less cooperative to pay an apology for an offense and pardon of an apology as well. Instead, some parents prefer to send their children to study in Islamic boarding schools where they can learn and develop their pragmatic competence based on Islamic values. Thus, the researcher believes that this research will make clear, comprehensive answers regarding the three questions formulated in chapter one with the assistance of the adapted theoretical framework, the research methods, and the instrument of collecting the data (DCT). The following are the procedures of data analysis by which the researcher will build on them the answers to the research questions.

1.8.1 Question One

The first research question, *'what are the apology strategies used by Senior Islamic Boarding School Students In the Arabic and English languages?'*. The question deals with the selection and production of apology strategies in Arabic and English. The male and female students' apology responses were categorized according to the theoretical form of apology strategies; the linguistic realization of speech acts of apologizing by (Blum-kulka & Olshtain, 1983, p. 198; A. D. Cohen & Olshtain, 1980, p. 119; Olshtain & Cohen, 1981, p. 119) as in Table 3.5 below.

There are five universal semantic formulas of apologizing developed in the CCSARP (Blum-kulka & Olshtain, 1983). The researcher built on this categorization to analyze the data of the Islamic boarding school students concerning the realization of the apology strategies in Arabic and English as two non-native languages. In other words, the same strategies are being used to categorize the students' responses to the eight situations in the Arabic and English languages. Besides, the students' responses in both languages exhibit additional apology strategies. These strategies are presented and discussed in chapter four.

Table3. 3 Sample of the Analysis of the Students' Apology Strategies

Gender	(1) You came late to the school and you did not join the school morning assembly. The Dormitory Community Manager wants to punish you. How do you apologize for that? You say ...	IFID		Explanation or Account	Taking on Responsibility						Offere of Repair	Promise for Forbearance	total
		Expression of regret	offer an apology		Request for forgiveness	Accepting the Blame	Expressing self-deficiency	Expressing lack of intent	Recognizing others as Deserving Apology	Expressing Embarrasment			
M	I sorry sir I will not late again I swear	1										1	3
M	i'm sorry for being late to go to school, it won't happen again, i promise.	1										1	2
M	im sorry for being late, the traffic was crowded and im stuck on the road	1		1									2
M	im really sorry for my indiscipline action	1			1								2
M	I'm sorry for being late and I'll try not to be late next time, I will accept the punishment	1			1						1		3

Abdulkhaleq Al-Rawafi, 2020

APOLOGIZING IN ARABIC AND ENGLISH: AN INTERLANGUAGE PRAGMATIC CASE STUDY OF STUDENTS AT AN ISLAMIC BOARDING SCHOOL IN INDONESIA

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

1.8.2 Question Two

Question number two regarding the relationship between expressing apology and contextual factors. ‘*Do contextual factors (external & internal) influence the students’ selection of apology strategies?*’ As has been highlighted in chapter two that there are two types of contexts, namely context-external (social power and social distance) and context-internal (severity of the offense, what is offended, and the offended party). These two contexts are known as “contextual assessment rate” that rate different offense contexts to assess the performance of the speech acts of apologizing (Bergman & Kasper, 1991, pp. 147–148) and (Maeshiba, Yoshinaga, Kasper, & Ross, 1996). The following diagram shows the components of context-internal and context-external.

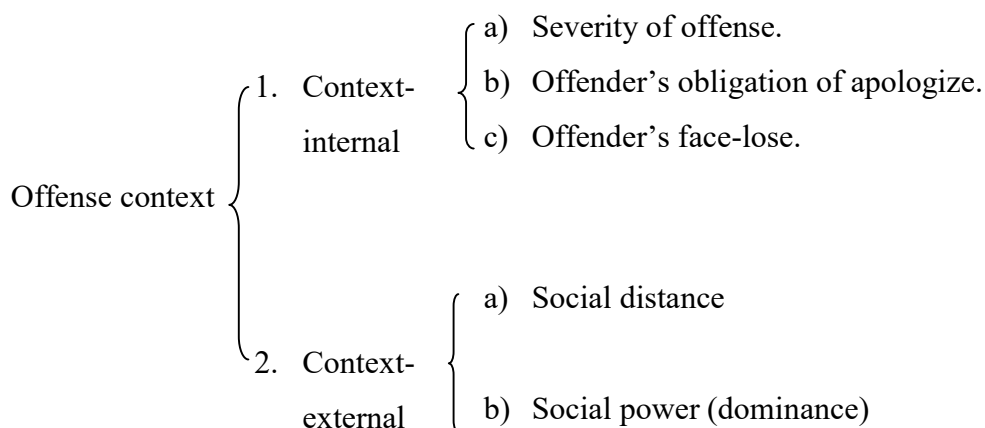


Figure 3. 2 The offense Contexts

In this research, the contextual assessment will be measured according to different context-internal and context-external, adapting the Brown and Levinson (1978, 1987) framework of FTA. Their model suggests that ‘the greater the social distance, the heavier the weighting of the FTA’, as cited in (Holmes, 1989, p. 205). The researcher uses a specific coding scheme in order to reveal the effect of the contextual factors on the students’ selection and production of the apology strategies.

In order to assure the realization variety of students’ politeness for each situation, the fifteen situations are coded according to the degree of imposition

(High, Medium, and Low), the relative power of recipient, and relative distance of recipient.

The coding system is as follows:

1. Late to school (Low; $A < O$; -SD),
2. Late to class (Low; $A < O$; =SD),
3. Smoking (High; $A < O$; -SD),
4. Having a mobile phone (High; $A < O$; =SD),
5. Bothering a younger friend (Medium; $A < O$, $A > O$, $A = O$; -SD),
6. Using a friend's belongings (medium; $A < O$; -SD),
7. Throw trash in a wrong place (Low; $A < O$; +SD),
8. Communication with opposite sex (High; $A < O$; -SD).

The following table presents the thematic classification of the internal and external factors that affected the students' realization of the apology strategies based on Brown and Levinson (1978, 1987).

Table 3. 4 Framework for data analysis of Q. two

SITUATION	Context-internal				Context-external					
	Type of offense	What is offended	The offended	Severity of offense	Social power			Social Distance		
					$A < O$	$A > O$	$A = O$	+ SD	= SD	-SD
1										
2										
...										
8										

Table 3.4 presents a systemic categorization used to categorize the students' responses to the eight situations in both languages.

1.8.3 Question Three

In order to answer question number three concerning with the *pragmatic transfer the Senior Boarding School Students make when apologizing in English and Arabic*, previous research on ILP, for example (Kasper, 1992; Kasber & Blum-Kulka, 1993) identified two types of pragmatic transfer; positive transfer and

negative transfer. For reasonable confidence in the data analysis regarding pragmatic transfer, this study adapts the lexical definition of pragmatic transfer by Selinker's (1969) mentioned in (G. Kasper, 1992, p. 223)

Wherever there are (such) binary choice, language transfer may be operationally defined as a process occurring from the native to the foreign language if frequency analysis shows that a statistically significant trend in the speakers' native language appears toward one of these alternatives, which is then paralleled by a significant trend toward the same alternative in the speaker's interlanguage behavior (Selinker, 1983, P.50).

Kasper confirms that Selinker's definition is the most suitable method for identifying pragmatic transfer (quantitative identification) in interlanguage production.

Researchers in the field of pragmatic transfer have developed statistical measurements to rate the amount of pragmatic transfer for L1-L2. In the case of apology transfer in this study, the following statistical measurements are obtained.

- If there is a lack of statistically significant differences in the frequencies of a pragmatic feature in the first language, second language, and interlanguage can be operationally as positive transfer.
- If there is statistically significant different in the frequencies of a pragmatic transfer between interlanguage-second language and first language –second language and lack of statistically significant difference between interlanguage and first language can be operationally defined as negative transfer (Maeshiba et al., 1996, p. 167).

1.9 Conclusion Remarks

The study was designed to fulfill the research problem regarding the evaluation of the pragmatic competence of the Students of the Islamic Boarding School. In order to answer the research questions, this chapter mentioned how the mixed-method case study is appropriate in investigating the politeness strategies of speech acts of apologies. The researcher believes that case studies and mixed methods research design are perfect research tools that assist the researcher to come up with research findings that may contribute in the literature of the theory of politeness based on Islamic values.