CHAPTER I

INTRODUCTION

1.1. Background of the Study

The nature of communication is the process of sending message by a speaker to a hearer. Communication transaction is meaningful as long as there is a mutual understanding between the interlocutors. Such mutual understanding can be achieved by mastering the language used, comprehending the speakers' intention, and getting the message from the utterance expressed.

Kess (1992: 153) stated that language has a dual function, the first one is language as communicating information and the second one is language as communicating intentions. When we speak, we do not only transfer information in a technical sense, but we also convey our intentions by performing activities like suggesting, promising, inviting, requesting, or even prohibiting our co-locutors from doing something.

In communication, each person should understand what the other speaker's saying or what the speaker's mind, which is uttered in the speech to avoid misunderstanding in communication. For instance, in the conversation, if one of the people around us has been hurt or humiliated by the other people's attitude or speaking, he/she may say an apology. He/she is expected to choose the right word or statement to utter what he/she wants to speak, in order to build new relationship, which has been broken. An apology can often be the first step to gain better understanding in a damaged relationship.

"Sincerity   is   a   key   element   in   apologizing"

(http://www.colorado.edu/Ombuds/Apologies1.pdf). An apology may lose its meaning if it found insincerely and as the result, the relationship between the speaker and the hearer may be damaged. Owen (Trosborg, 1995: 375) has formulated the rules for the use of the appropriate Illocutionary Force Indicating Device (IFID) that is called "Felicity conditions" as follows:

- *Preparatory:*

Rule (1)	The act A specified in the propositional content is an offence against the addressee H
Rule (2)	H would have preferred S's not doing A to S's doing A and S believes H would have preferred S's not doing A to his doing A
Rule (3)	A does not benefit H and S believes A does not benefit H

- *Sincerity rule*   S regrets (is sorry for) having done A

- *Essential rule*   Counts as an expression of regret by S for having done A.

In the preparatory rule, Owen (Trosborg, 1995: 376) emphasizes the necessity of having the rule that shows that someone does not apologize for actions that are not (interpretable as) offences. While, the sincerity rule means the speaker intends to do the act apology and believes it is possible for him to do the act; in the case of insincere apology, the speaker does not intend to do the act. For

the description of essential rule, Owen concludes this from the validity of the sincerity rule.

How the people respond to apology from the other people, whether it's a sincere/insincere apology, may determine the future of the relationship. Responses of the apology may be affected by the strategies of apology, direct or indirect used by the speaker. The people who want to make an apology may use different strategy in apologizing. According to Blum-Kulka *et al* (1989: 20), the apology speech act includes five potential strategies, those are:

1. an IFID (be sorry, apologize, regret, excuse);

2. an explanation or/account of the cause which brought about the violation;

3. an expression of the speaker's responsibility for the offence;

4. an offer of repair; and

5. a promise of forbearance.

The seriousness of mistakes may influence the strategies used by the people in executing an apology. The mistake itself may be light, medium, or heavy. The strategies used by the people in executing an apology may influence the response given later on by the interlocutor. Therefore, in responding the apology uttered by the apologizer, the respondents may respond differently. Considering these four responses to apology.

Responses : 1.   Oh, that's all right

1.   It wasn't your fault.

2.   Yeah, I see. I quite understand

3. I forgive you.

(Adopted from Troshorg, 1994: 387)

The responses acted by the respondents can make the damaged relationship back to normal. The first response acts as acceptance. It means that the respondent accepts the apologizer's fault, and he wants to restore their relationship. The second and the third responses act as minimizing. The respondent tries to minimize the apologizer's fault. And the fourth response expresses forgiveness. The respondent forgives directly the apologizer's fault.

Thus, this research study will discover the most commonly used pattern of responses to apology performed by Indonesians who speak English as a foreign language. It is hoped that the result of this research will reduce the misunderstanding due to linguistic and cultural differences, and give contribution to the development of cross-cultural understanding material.

1.2. Formulation of The Problems

The present research will investigate the problems that are formulated in the following questions:

a. How do Indonesians who speak English as a foreign language perform their responses to apology?

b. How do social variables influence on their responses?

c. Do the strategies of apology influence on their responses?

d. How do linguistic politeness theories view such patterns?

1.3 Aims of The Study

The aims of this present research are:

a. To find out the patterns of responses to apology performed by Indonesians who speak English as a foreign language.

b. To find out the influence of social variables to the responses.

c. To find out the influence of strategies of apology to the responses.

d. To find out the way of linguistic politeness theories view the patterns.

1.4. Method of Research

This research is a qualitative research. Hoepfl (1997) states that qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings.

The method of this research is carried out by using descriptive method. The descriptive method is used since this research is not searching for something or making the prediction; it only describes the situation or phenomenon.

> A descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. The descriptive study determines and reports the way things are. (Gay L.R: 1987).

In the sum, this qualitative research reports descriptively, using words rather than statistical procedures, using naturalistic approach, identifying phenomenon in specific situations in order to answer the research questions.

Furthermore, this method is conducted through several steps: collecting, classifying, computing the data, making conclusion and reporting them.

1.5. Population and Sample/Respondent

The populations of this research are the students of English Department at Indonesia University of Education. The ninth semester students of English Department of Indonesia University of Education become the sample in this research. To simplify the data analysis, to be more focused and to be more convenient (Patton, 1990), 10 male and 10 female students of English Department of UPI are selected to be the respondents of this research by using judgment sampling method. They are selected based on the assumption that they have already had both linguistic and communicative competence. By linguistic and communicative competence, these students are expected to have been able to produce good grammatically correct sentences and they can perform the sentences or expressions in particular context.

1.6. Data Collection

Two different instruments used in collecting data for this research, namely questionnaire and interview. The questionnaire is in the form of discourse completion test (DCT). DCT was firstly adopted by Blum-Kulka in 1982. The test consists of incomplete discourse sequences that represent socially differentiated situations. Each discourse sequence presents a short description of the situation, specification of the setting, the social distance between interlocutors

and their status relative to each other. An incomplete dialogue follows it. Respondents are asked to complete the dialogue that is fitted to the situation. The DCT itself consists of nine situations. The following item is an example of DCT to elicit an apology:

At the college teacher's 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 week.

(Blum Kulka *et al*, 1989: 14)

  Another instrument used is an interview. This instrument can provide additional information that was missed in collecting the data, and can be used to check the accuracy of the data collection. The interview will be conducted in the respondents' first language that is Indonesian, to make them more comfortable in expressing their ideas or opinion towards the questions of interview. It will hold after the respondents got the DCT.

1.7. Data Analysis

  The data in this research gained from a Discourse Completion Test (DCT). Each response of the situations in the DCT is identified and classified. In analyzing the data, the researcher employs *head acts* and *supportive moves*

proposed by Blum-Kulka. A *head act* is "the part of the sequence which might serve to realize the act independently of other elements" (Blum-Kulka, 1989: 17). While, the other elements, which can occur either before or after a head act, are called *supportive moves*. However, if the responses to the utterance in DCT do not contain any *head-acts*, the Illocutionary Force Indicating Devices (IFIDs) proposed by Searle (1969), may be used.

1.8. Clarification of Terms

To avoid misunderstanding and to make discussion run appropriately, there are several terms that need classifying. They are:

a. Responses. Act or answer which is uttered by the interlocutors in the respond to speakers' utterance

b. Apology. According to Brown and Levinson (cited in Novianti, 2002), The act of apologizing is *face-saving* for the hearer (H) and *face threatening* for the speakers (S).

1.9. Organization of the Paper

The paper of the research will be organized as follow.

Chapter I Introduction. This section provides the information background of the study, statement of the problem, aims of study, research methods, and the organization of paper.

Chapter II Theoretical Foundations. This part contains the theories that are relevant to the present study, such as the explanation of speech act realizations, strategies of apology, and views on linguistic politeness.

Chapter III Research methodology. This chapter discusses the methodology of the research, including the sample of the research, instrument, step of data collection.

Chapter IV Findings and Discussion. This section describes the data which has collected, analyzed, and discuss the findings.

Chapter V Conclusion and Suggestion. In this part, the core of the study is presented and suggestions are given for further research.