

# **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

The final chapter of this thesis provides a brief summary of the results of the study concerning the apologizing strategies used by Indonesian learners of English. This chapter also suggests some remarks for related studies in the future and for pedagogical perspectives.

### **5.1 Conclusion**

This thesis reported the results of a study of apologizing strategies by Indonesian EFL teachers at an English course in Tasikmalaya. The study attempted to find out how Indonesian EFL teachers convey their apologies in English based on given situations that represent the severity of offense in the situation, and identify whether power relations affect the utterance in the strategies of conveying apologies. The results of the study showed that Indonesian EFL teachers used expression of apology, expression of regret in particular, most frequently than other apologizing strategies. They also used some intensifiers inserted in the strategies to make the apology expression stronger. Other modifications were also applied in the strategies of apologizing which partially downgraded the apology expressions.

The Indonesian EFL teachers applied several strategies when apologizing to the hearer with low power, and expression of regret was the most frequently

used. However, in terms of severity of the offense, the result of the study revealed some inconsistency. Thus, it is too early to directly assume that the more severe the offense, the more strategies and intensifiers applied. The learners also tended to set up a defensive statement prior to acknowledging the blame from their student (- Power). It is also noteworthy that in terms of length of expression, the learners expressed the apology to their student in short and simple statements and conveyed it in casual manner.

To the hearer with equal power, the Indonesian EFL teachers did not use expression of regret as many as to the hearer with low power; instead, they used various strategies and inserted intensifiers and other modifications at times. In addition, their apology expressions tended to be more casual, considering the power status of the interlocutors, therefore, the length of expression was quite short and kept simple. Nevertheless, in terms of severity of the offense, there was a minor difference in the apologizing strategies that occurred in the form of length of expression and modifications. Despite the equal status of power, it may be assumed that the more severe the infraction, the longer the apology expression and modifications applied in the utterance.

The Indonesian EFL learners expressed very distinctive apologizing strategies to the hearer with high power. They used various strategies and applied some linguistic complexity, so that the apology expressions tended to be stronger and quite formal. They also applied more intensifiers and at times repeated the apology expressions, particularly at the end of conversations. Severity of the

offense also played a significant role in determining the appropriate strategies and modifications.

## 5. 2 Suggestion

The study of apologizing strategy may involve many variables, including sociocultural factors. This study is limited to a descriptive study regarding the way of conveyance of apologizing strategies based on the severity of offense and the effect of power status of the interlocutors in the apologizing strategies. As such, it is highly recommended for further research to consider more variables that may put more influence in the strategy of apologizing, such as gender, ethnicity background, age, etc. In addition for further research, it is also recommended to explore the background of the utterance in the applied strategies of apologizing, therefore, the identification and the results of the research can be examined under scrutiny.

From pedagogical point of view, it is recommended that English is taught more comprehensively to the students. For instance, apologizing may be introduced and taught thoroughly not simply just saying “*sorry*” or “*I’m sorry*.” EFL teachers may introduce their students to all apologizing strategies in English related to appropriate situations. Those strategies can be applied in many forms, such as texts, listening, or perhaps a short-duration video. Either way, English teachers should enrich their students with all appropriate English apologizing strategies, thus the true function of the apology expressions can be achieved and applied accordingly. EFL teachers should also consider the pragmatic knowledge

of their students. Different cultural background may result in different ways of uttering or applying the strategies, particularly in apologizing. Thus, it is wise for the teachers to consider the “unexpected” utterance as a repercussion of inadequate pragmatic knowledge from the student and more importantly, not to see it as a mistake.

