DESCRIPTIVE ANALYSIS OF APOLOGY AND ITS DISTRIBUTION TO ENGLISH LANGUAGE TEACHING

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In the English Department of Educational Faculty

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2014
DECLARATION

In the name of Allah the Most Gracious,

Hereby the writer fully declares that this graduating paper is made by the writer herself, and it is not containing materials written or has been published by other people and other peoples’ ideas except the information from the references.

The writer is capable to account to her graduating paper if in the future it can be proved of containing others’ idea or in fact, the writer imitates others’ graduating paper.

Likewise, this declaration is made by the writer to be understood.

Salatiga, September 10th, 2014

The Writer

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Assalamu’alaikum, wr.wb

After reading and correcting Nur Efiana’s graduating paper entitled "Analysis of Apology Used by the Students of STAIN Salatiga" I have decided and would like to propose that it could be accepted in the Educational Faculty and hope this thesis can be examined as soon as possible.

Wassalamu’alaikum, wr.wb

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Salatiga, September 10th, 2014

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ATTENTIVE COUNSELOR’S NOTE
Case : Nur Efiana’s Graduating Paper

Dear
The Head of
State Institute for Islamic Studies
Salatiga
GRADUATING PAPER

ANALYSIS OF IMPLICATURE IN THE HOLY QUR’AN SURAH AN
NISA 1-5 (THE STUDY OF ABDALAH YOUSUF ALI’S TRANSLATION,
INTERPRETATION AND COMMENTARY)

AHMAD DWI BAYU SAPUTRO
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Has been brought to the board of examiners of English Department of
Educational Faculty of State Institute for Islamic Studies (STAIN)
Salatiga September 10th 2014 and hereby considered to completely
fulfill the requirement of the degree of Sarjana Pendidikan Islam
(S.Pd.I) in English and Education Department.

Board of examiners,

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Salatiga, November 27th, 2014

Head of STAIN Salatiga

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Motto

Life is interesting adventure for us

Affection and motivation from parents is the best arm in face of world challenge

-Laurel Schmidt-
Dedication

To

My beloved mom and dad

My lovely two youngbrothers
ACKNOWLEDGMENT

Alhamdulillah, the deepest thanks into Allah SWT, the most gracious and merciful, so that the writer could finish this graduating paper. Secondly, peace and salutation always be given to our Prophet Muhammad SAW, the last messenger of Allah who has guided us from the darkness into the lightness.

This thesis entitled "Analysis of Apology Used by the Students of STAIN Salatiga"is presented to Educational Faculty of State Institute for Islamic Studies (STAIN) Salatiga as one of the requirement for Sarjana Pendidikan Islam at English Department.

However, this success would not be achieved without those support, guidance, advice, help, and encouragement from individual and institution. It is an appropriate moment for the writer to deepest gratitude for:

1. Dr. Rahmat Haryadi, M.Pd., as the Head of State Institute for Islamic Studies (STAIN) Salatiga.
2. Suwardi, M.Pd., as the Chief of Educational Faculty.
3. Rr. Dewi Wahyu Mustikasari, M.Pd., as the Head of English department and the writer's counselor who has educated, supported, directed and given the writer countless advices, suggestion, and recommendation in writing this graduating paper from the beginning until the end. Thanks for your patience and guidance.
4. All lecturers of English Department, the writer deeply thanks all for not only giving knowledge but also insight and values.
5. All lecturers of English Department, the writer deeply thanks all for not only giving knowledge but also insight and values.

6. All staffs of STAIN Salatiga that have helped the writer in processing the graduating paper administration.

7. My great family, all of you is the spirit of my live.

8. My lovely friends in KKN Posko 21 who always support me.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, September 10th, 2014

The Writer
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ABSTRACT

Efiana, Nur. 2014. “DESCRIPTIVE ANALYSIS OF APOLOGY AND ITS DISTRIBUTION TO ENGLISH LANGUAGE TEACHING”

Graduating Paper of English Department and Education Faculty State Islamic Studies (STAIN) Salatiga

Consultant: Dr. Dewi Wahyu Mustikasari

This study is mainly aimed to describe the categories of the apology that the students used in different situation, to analyze the formulas of student’s apology utterances based on Cohen Olshtain’s and Illknur Istifçi theories, and to describe the implication on English Language Teaching (ELT) using authentic listening materials. The writer uses a socio-pragmatic research. Type of method is descriptive qualitative. The data are gathered by a Discourse Completion Test (DCT) questionnaire that had 10 apology situations. In the analysis of the data, all responses were categorized according to Cohen and Olshtain’s (1981) apology categorization and Illknur Istifçi (2009). The subject of this research are 10 students of STAIN. After analyzed the utterances, the writer found several findings on it. The results of this research were most of students used Cohen and Olshtain’s categorization, most of respondents use apology’s formula IFID without combine with others formula and If the teachers would teach using authentic listening materials, they have to prepare the ways to teach with them. There were Stimulating students’ motivation, Accumulating students’ knowledge, Factors to consider when selecting authentic listening materials, Applying authentic materials, Helping students to adapt to authentic listening situation, and Predicting.

Keywords: Apology, Cohen and Olshtain’s, IllknurIstifçi apology categorization and authentic listening materials.
CHAPTER 1
INTRODUCTION

A. Background of the Study

People as social creature can’t live alone. In this world, they don’t life alone, they live together with other creatures from the God. Human needs other human to live because each other interdependent. Everyday, they do many activities to interact with other human. Human does activity by communication. The tool to communicate is language. Language can avoid misscommunication which human needs for interaction in anywhere such as like in house, school, market, office, park, etc.

Furthermore, sometimes human does wrong with other or mistakes or fault. Doing wrong occur by saying or acting. It can make other person feel angry or sad. If human do something wrong, it will make bad interaction. Furthermore, to return this condition be a good relation, they must apologize. Apology is to tell someone that you are sorry for having done something that has caused him inconvenience or unhappiness. The writer assumes that apologizing is one of the hardest things that anyone has to do, in any language and no matter who the person concerned is.

The act of apologizing is called for when there is some behavior which has violated social norms. When an action or utterance has resulted in the fact that one or more persons perceive themselves as offended, the culpable person needs to apologize. The persons are dealing here, therefore, with two parties: apologizer and apologizee. However, only if the person who caused the infraction perceive
himself or herself as apologizer do apologizing, then the writer gets the act of apologizing. In this research, the writer will categorize this data according to Cohen and Olshtain’s (1981:1) and İllknur İstifçi (2009:4).

According to Cohen and Olshtain’s (1981:123) there were 5 main categories such as the following:

1. An expression of apology (Illocutionary Force Indicating Device IFID).
2. An offer of repair/redress (REPR).
3. An explanation of an account (EXPL).
4. Acknowledging responsibility for the offense (RESP).
5. A promise of forbearance (FORB).

According İllknur İstifçi (2009:4) states the categories into 5 categories such as the following:

1. Deny (denial of fault or offense)
2. Blame (putting blame on the hearer)
3. Health (asking the state of health)
4. Exclamation (EXL!)
5. Request

The writer can assume there were 10 main categories of apology to analyze this research. The writer combine two theories from Cohen and Olshtain’s (1981:1) and İllknur İstifçi (2009:4). Cohen and Olshtain’s theory don’t complete, so the writer uses İllknur İstifçi theory to complete the theory before. This study is important because, the writer want to know about students’ knowledges of apology theories concept.
Expression of apology based on Cohen and Olshtain’s (1981:1) and Illknur Istifçi (2009:4) as English lesson can be used on English Language Teaching (ELT). English Language Teaching (ELT) is a general, inclusive term used in the profession, especially British and English. The one of ways to teaching English language use authentic materials. Authentic materials is Harmer (1983:146) says that authentic texts (either written or spoken) are those which are designed for native speakers: They are real text designed not for language students, but authentic materials can be media on English Language Teaching (ELT) for students. The writer mainly focus on the authentic listening materials. The writer’s reason is to describe the implication on English Language Teaching (ELT) using authentic materials as media to teach expression of apology lesson.

The aim of this study is to investigate the utterances of apologizing which are used by the students English Department in order to find the formulates used in apology situation based on the concept of from Cohen and Olshtain’s (1981:1) and Illknur Istifçi (2009:4) theories. To describe the implication on English Language Teaching (ELT) using authentic materials as media to teach expression of apology lesson. Furthermore, the writer going to analyze in a research entitled “Descriptive Analysis of Apology and Its Distribution to English Language Teaching.”

B. Limitation of the Study

This research is focused on apology utterence which are answered by the 10 subjects and their answers on Discourse Completion Test (DCT). The test in
this study consisted of 10 situations which the subject must give their idea on the usage of apology expression. The subject of this research are 10 students of STAIN Salatiga. The writer focused on apology expression concept by Cohen and Olshtain’s (1981:1) and Illknur Istifçi (2009:4) and to analyze the formulate of utterances which are used the students’ apology expression. The utterances should be fullfiled the requirements as the object of study:

1. Correct grammar
2. Include categorization
3. Can be read and can be analyze

Furthermore, the writer describe about the implication on English Language Teaching (ELT) using authentic materials. The writer focus on authentic listening materials

C. Problems Statement

Based on the background of study, the writer formulates the following problems:

1. What are the categories of apology that the students used in different situation?
2. How do analyze the formulas of student’s apology utterences based on Cohen Olshtain’s and Illknur Istifçi theories?
3. What are the distribution to English Language Teaching (ELT) using authentic listening materials?

D. Objectives of the Study

This research has some proposes:
1. To describe the categories of the apology that the students used in different situation
2. To analyze the formulas of student’s apology utterences based on Cohen Olshtain’s and Illknur Istifçi theories.
3. To describe the distribution to English Language Teaching (ELT) using authentic listening materials

E. Benefits of the Study

The benefits of the study are as presented below:

1. Academic Benefit
   The benefit of the study is expected to be beneficial to the world of pragmatics about apology. Besides that, it is not only when the readers would like to understand the usage of apology, but also to enrich their knowledge of it. It could be supplementary reference for the student who wants to conduct a research about apology.

2. Practical Benefit
   The writer expects that the study can give contribution to development of pragmatic study, particularly for students who are interested in pragmatic study. They can analyze apology as object of study.

F. Clarification of Key Terms

The writer presents the terms to avoid a mistake in understanding the title above:

1. Apology
Leech (1983:86) viewed apologies as an attempt to recreate an imbalance between the speaker and the hearer created by the fact that the speaker committed an offence against the hearer. According to him, it is not enough to apologize, this apology needs to be successful in order for the hearer to pardon the speaker, and thus reestablish the balance.

2. Categorization of Apology

According to Cohen and Olshtain’s (1981:1) there were 5 main categories such as the following:

a. An expression of apology (Illocutionary Force Indicating Device IFID)
   1). an expression of regret (e.g. I’m sorry)
   2). an offer of apology (e.g. I apologize)
   3). a request for forgiveness (e.g. excuse me, forgive me)

b. An offer of repair/redress (REPR) (e.g. I’ll pay for your damage)

c. An explanation of an account (EXPL) (e.g. My daughter was ill, I took her to hospital)

d. Acknowledging responsibility for the offense (RESP) (e.g. It’s my fault)

e. A promise of forbearance (FORB) (e.g. I’ll never forget it again)

According Illknur Istifçi (2009:4) states the categories into 5 categories:

a. Deny (denial of fault or offense) (e.g. I did not cause the accident. You parked your car on my way!)

b. Blame (putting blame on the hearer) (e.g. Why didn’t you remind me?)

c. Health (asking the state of health) (e.g. Are you all right? I can take you to hospital)
d. Exclamation (EXL!) (expressing surprise) (e.g. Oh!)
e. Request (e.g. Can I use it for two days?)

3. Authentic Material

Authentic material Nunan (1989:54) thinks that a rule of thumb for authenticity here is any material which has not been specifically produced for the purposes of language teaching. Authentic materials are real language; produced for the native speakers; designed without the teaching purposes. In this sense, there are a large amount of authentic materials in life such as newspaper and magazine articles, TV and radio broadcast, daily conversations, meetings, documents, speech, and film.

G. Graduating Paper Organization

In order to make easy to understand this thesis, the writer following system of presentation as follow:

Chapter I is Introduction. It contains; background of the study, the limitation of the study, the problems statement, the objectives of the study, benefits of the research, clarification of key terms, graduating paper organization.

Chapter II is theoretical review. It contains; previous study, speech acts, apology theories, authentic materials and authentic listening materials.

Chapter III is research methodology. It contains about description of STAIN Salatiga, types of research, research subjects, data sources, technique of data collection, data coding and technique of analyzing data.

Chapter IV is data analysis and discussion. It discuss and analysis the categories of the apology used by the students, the analysis formula of
respondent’s utterences apology, and the implication on english language teaching using authentic listening materials

Chapter V is contains of closure, it contains about conclusion and suggestion.

References

Appendices.
BAB II

LITERATURE REVIEW

A. Previous Studies

In this research, the writer takes review of related literature from the other research as comparison and show that this paper is original. The first conducted by Rr. Dewi Wahyu Mustikasari (2011) with her research paper “The Structure of Teacher’s Directives of English Lecturers of Muhamadiyah University Semarang”. The objective from the research is to discuss about the various forms by which directives are realized in the classroom. According above, the researcher used DCT questionnaires as technique to collect the data. The result showed that most of subjects of the study prefer produce declarative with 74 utterances (50%), imperative 50 utterances (34%) and interrogative with 23 utterances (16%). Declarative provide powerful directives than other types. Because of it, the writer will use the same technique.

The second research conducted by Iknur Stifci (2009) with his research “The Use of Apologies by EFL Learners”. The aim of this research was to investigate the act of apologizing with subjects from two different levels of English proficiency to find out whether there are similarities and differences between these groups and whether they approach native speaker apology norms. 20 subjects in intermediate level, 20 subjects in advanced level and 5 native speakers of English participate in the study. The data was gathered by a Discourse Completion Test (DTC) that had 8 apology situations. In the analysis of the data, all responses were categorized according to Cohen and Olshtain’s (1981) apology
speech act set. The results of the research reveal some similarities and differences between the two groups. Their first language can be said to have an influence on their use of apologies, especially intermediate level subjects transfer native Turkish speaker norms into English.

The third research conducted by Saleh Pasha (2013) with title “Apology Strategies of Iranian ESL Students”. The objective from this research was to investigate apology that gender do not imply in apology. The researcher had used an open questionnaire (Discourse Completion Test) as a controlled data elicitation technique to gather data. The sample of the study consists of one selected group of 40 Iranian postgraduate ESL students (20 males, 20 females) ranging between 24-35 from the Faculty of Languages and Linguistics and the Faculty of Education at University of Malaya. The findings indicated that Iranian male and female respondents used different percentages of apology and non-apology strategies.

The fourth research conducted by Erni Indrawati (2003) with the research entitled “The Analysis of the Act of Apologizing in Oscar Wilde’s ‘The Picture of Dorian Gray’”. This research employed socio-pragmatic approach. The researcher tried to find out the forms and the choice of strategies of apology. Furthermore, the researcher tried to reveal the factors that influencing the choice of strategies and the relationship between the participants relate to the act of apologizing function. In conclusion, it was found out that there are two forms to apologize. They are direct and indirect apologies.
In this research, the writer presents a research by title “The Analysis of Apology Used by Students of Stain Salatiga”. The writer uses Discourse Completion Test (DCT) questionnaires as technique to collect the data. In this research, the writer selects 10 subjects as respondents to answer 10 situations used apology categorization. The writer analyzes the formulations according Cohen and Olshtain’s (1981:1) and Illknur Istifçi (2009:4) categorization.

B. Speech Acts

Hymes (1986:52) states:

“Speech act is the minimal term of the set. It represents a level distinct from the sentence, and not identifiable with any single portion of other levels of grammar, nor with segments of any particular size defined in terms of other level of grammar.”

The speech act or acts performed in the utterance of a sentence are in general a function of the meaning of the sentence. Searle (1969:23) states one may use it to describe warn, command, order, request, apologize, welcome, promise, etc. Communication is successful not when hearers recognize the linguistic meaning of the utterance, but when they infer the speaker's "meaning" from it. Searle states that speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions, making promises and so on. The unit of linguistic communication is not the symbol, word or sentence, or the token of symbol, words, or sentence, but rather the production or issuance of the symbol, word, or sentence in the performance of the speech act. Therefore, speech act is the basic or minimal units of linguistic communication.
People do not only produce utterance containing grammatical structures and words when they attempt to express themselves, but they also perform actions via those utterances. Actions performed via utterances are generally called speech acts (Yule, 1996b:47). Therefore, speech act is the act performed by a speaker in uttering a sentence. Making an utterance involves a hierarchy of acts, act of utterance. The action performed by producing an utterance consists of three related acts. Austin (in Fasold, 1990:52) defines three basic senses in which saying something one is doing something. Three kinds of acts that are simultaneously are as follows:

1. **Locutionary act**: The actual words uttered. It is the act of saying something in the full of sense of ‘say’

2. **Illocutionary act**: The force or intention behind the act of saying something. It is performed via the communicative force of an utterance such as the making of statement, confirmation, promise, request and so on.

3. **Perlocutionary act**: The effect or result of the words uttered on the hearer. The hearer recognized the effect the hearer intended.

The classification of the speech act deals with the speaker’s communicative intention manifested in the illocutionary purpose of the act. Searle (in Yule, 1996b:53-54) makes a classification of functions of language usage by dividing illocutionary acts into five major categories, namely representatives, directives, expressives, commisives, and declarations.
1. Representatives

Representatives are those kinds of speech acts that commit to what the speaker’s belief of the propositional content of the utterance is true. The speaker asserts a proposition to be true making words fit the world. Statement of fact, affirmation, believes, conclusion, denial, report, and description are all examples of speaker representing the world as he or she believes it is.

Examples:

a. Human has two eyes.

b. Susilo Bambang Yudoyono has become president as long as two period.

2. Directives

Directives are those kinds of speech act that the speakers use to make the hearer to do something. Directives express what the speaker wants toward the hearer to commit some future course of action (verbal or non-verbal). Request, for example, is to involve the hearer in some future action, and warning is intended to be in the sole interest of the hearer (Trosborg, 1995:15). The other acts involves in directives are commands, orders, advise, suggestions, invites, asks, challenge, etc.

Examples:

a. Could you bring some apples for me, please?

b. Don’t eat the meatball.
3. Commissives

Commissives are those kinds of speech acts that the speakers use to commit themselves to some future course of action. Commissives express what the speaker intends. Offers, swears, promises, threats, refusals, guarantee and pledges belong to commisives. Trosborg (1995:15) says that in an offer the speaker communicates to the hearer for a future action but the speaker is not sure whether the hearer wants this action carried out. Then, in a promise the speaker has reason to believe that the hearer is favor of the speaker carrying out the action in question.

Examples:

a. I promise to you, I will go back tomorrow.

b. This incident will not happen again.

4. Expressives

Expressive are those kinds of speech act that state what the speaker feels. Expressives express psychological states and can be statement of pleasure, pain, like, dislikes, joy or sorrow. Apologies, appreciates, thanks, complaints, and congratulates belong to expressives. Trosborg (1995:15) says that expressive vary with regard to propositional content. When thanking, the speaker expresses gratitude for the hearer’s participation in a prior action which was beneficial to the speaker. Then, an apology serves to express regret on the part of the speaker at having performed a prior action which had negative consequences for the hearer.

Examples:
a. I am sorry, I come late in this class.
b. Thank you! You have given special shift for me.

5. Declaration

Declarations are those kinds of speech acts that change the world via their utterances. Declarations require extra linguistic institutions for their performance; it takes a priest to christen a baby, a dignitary to name a ship, a judge to sentence a defendant, etc (in Trosborg, 1995:160). In short, in declaration, the speaker alters the status/condition of an object or situation.

Examples:

a. You are fired!
b. You don’t use it!

C. Apology

1. Definition Apology

An apology is the speech act through which the offender acknowledges guilt and seeks forgiveness for the transgression. Olshtain and Cohen (1983:20) states that the act of apologizing is called for when there is some behavior which has violated social norms. When an action or utterance has resulted in the fact that one or more persons perceive themselves as offended, then the offender needs to apologize. It is assumed that in the act of apologizing involves two participants: an apologizer and a recipient of the apology. The act of apologizing requires an action or an utterance which is intended to “set things right”.
According to Fraser (1981), “an apology may be performed just in case two basic conditions are met: first, the speaker acknowledges responsibility for having performed some act; and second, the speaker conveys regret for the offence which came about as a result of the commission of the act”.

According to Trosborg (1987:23) apology is expressive illocutionary acts which apology isn’t convivial acts. Apology has a remedial function. According by Owen (1983:40) apology is remedial moves that follow what Owen called a priming move on the part of the person who expects the apology, which is a move that triggers the apology.

Finally, Shaver and Boster argues that apologies involve social emotions of the addressee, specifically shame and guilt. Moreover, shame was significantly more likely to be associated with embarrassment and socially inappropriate behavior or physical appearance than guilt. Then, the guilt is produced when the focus is on the misdeed itself, while shame is produced when the focus is the entirety of the self.

The writer assumes that many of definition about apology. Furthermore, the writer can conclude that apology performs two participants, one perceived by the first participant is apologizer and second participant is apologizee to make dealing.

2. Categorization of Apology

The way apologies are classified depends very much on the way they are defined. Thus, the diversity in definitions of apologies also brings about
diversity in classification. There are certain classification of apology that are common across different categorizations.

The following is a description of the apology speech act set according to Olshtain and Cohen (1983:1). There are five categorization:

a. An expression of an apology (IFID) Illocutionary Force Indicating Device, whereby the speaker uses a word, expression, or sentence which contains a relevant performative verb such as: "apologize," "forgive," "excuse," "be sorry."

While all languages can be expected to have a number of such performative verbs, some of these verbs will have more conventionalized use than others. An expression of an apology can be intensified whenever the apologizer feels the need to do so. Such intensification is usually brought about by adding suitable intensifiers (e.g., "I'm really sorry," "I'm really very sorry").

b. An explanation (EXPL) of an account of the situation which indirectly caused the apologizer to commit the offense and which is used by the speaker as an indirect speech act of apologizing. The criteria for choosing the particular utterance are therefore semantic rather than formal. Given the context of the offense, the statement is intended to "set things right." In some cultures this may be a more acceptable way of apologizing than in others. Thus, in an environment where people have great difficulty with transportation, coming late to a meeting and
giving an explanation like, "The bus was late," might be perfectly acceptable.

c. Acknowledgment of responsibility (RESP) for the offense, whereby the offender recognizes his/her fault in causing the infraction. The degree of such recognition on the part of the apologizer can be placed on a scale. The example: "It's my fault."

d. An offer of repair or redress (REPR), whereby the apologizer makes a bid to carry out an action or provide payment for some kind of damage which resulted from his/her infraction. This strategy is specific situation and is only appropriate when actual damage has occurred. The example: “I will pay for your damage”

e. A promise of forbearance (FORB), whereby the apologizer commits him/herself to not having the offense happen again, a strategy which is again specific situation and less frequent than the others. The example: “I will never forget it again”

Then, Illknur İstifçi (2009:4) states the categories into the list as:

a. Deny (denial of fault or offense), whereby the apologizer deny or rejects doing fault although the facts point him/herself. The apologizer rejects that he/she had done wrong something. The example: “I did not cause the accident. You parked your car on my way”.

b. Blame (putting blame on the hearer), whereby the apologizer says or thinks that a person or thing is responsible for something bad that has happened. The example: “Why didn’t you remind me?”
c. Health (asking the state of health) whereby the apologizer asks about the apologizee’s health condition. What does the apologizee is sick or in the unhealthy condition. The example: “Are you all right? I can take you to hospital.”

d. Exclamation (EXL!) (expressing surprise) whereby the apologizer shows surprise about something that has happened. The example: “Oh!”, “Ups!”

e. Request whereby the apologizer asks for something. The apologizer asks the apologizee to give him apology. The example: “Can I use it for two days.” and “Can you apologize me for my fault”

Illknur Işıfçi’s paper describes formulas that used in executing the act of apologizing. Each formula consists of a word, phrase, or sentence. A combination of some formulas or all of them is also possible. Apology then has a speech act which will consist of a number of formula.

Example:

<table>
<thead>
<tr>
<th>Table 3.1</th>
<th>The analysis of formula apology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Utterence</strong></td>
<td>I’m sorry, it’s my fault</td>
</tr>
<tr>
<td><strong>Formula</strong></td>
<td>IFID + RESP</td>
</tr>
</tbody>
</table>
D. Authentic Materials

The use of authentic materials in an English Language Teaching (ELT) is what many teachers involved in teaching have discussed in recent years. There are persuasive voices insisting that the English presented in the classroom should be authentic, not produced only for instructional purposes. Generally, what this means is that authentic materials involve the language that naturally occurs as communication in the native speaker contexts of use, or rather in the selected contexts where standard English is the norm: real newspaper reports, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process, but what is less agreed is when authentic materials should be introduced and how they should be used in an English Language Teaching (ELT).

1. Definition of Authentic Material

The definitions of authentic materials are slightly different in literature written by different researchers of language. Peacock (1997:1) defines authentic materials as appropriate and quality in terms of goals, objectives, learner needs and interest and natural in terms of real life and meaningful communication. Peacock (1997:1) describes authentic materials as materials that have been produced to fulfill some social purpose in the language community. What the teacher understand that is common in these definitions is “exposure to real language and its use in its own community”. (Widdoson :1990), in other words it is the benefit
students get from being exposed to the language in authentic materials. In short, “authentic materials are materials that the teacher can use with the students in the classroom.

The writer can claim that using authentic materials help teacher, it makes teacher exited and willing to use authentic materials in their classrooms.

2. Classification of Authentic Materials

The writer introduces authentic materials in language teaching, the writer need to classify them first, because some of them are suitable for the teaching of reading and some are effective when prepared for the teaching of listening and speaking. According to Gebhard (1996), authentic materials can be classified into three categories.

a. Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

b. Authentic Visual Materials: slides, photographs, paintings, children’s artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

c. Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns,
advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

Here, the writer mainly focus on the authentic listening materials. In literature, phrases like “real speech” “the spontaneous speech” “live or natural language” “genuine instanced of language use” “natural conversation” “what people say in real life” “what native speakers say when talking to each other” have been used to define authentic listening material. The present author thinks the suitable definition should be that authentic listening materials is unscripted, natural and spontaneous spoken language materials, such as interviews, lectures, dialogues, discussions, and conversations etc.

3. The Advantages of Using Authentic Materials

Advantages of using authentic material in the classroom according Tamo, (2009: 75)

a) Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. they provide exposure to real language.

b) Authentic materials have a positive effect on learner motivation.

c) Textbooks often do not include incidental or improper english.

d) Authentic materials can produce a sense of achievement, e.g., a brochure on England given to students to plan a visit.
e) The same piece of material can be used under different circumstances if the task is different.

f) Language change is reflected in the materials so that students and teachers can keep abreast of such changes.

g) Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.

h) Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

i) Authentic materials support a more creative approach to teaching.

The writer assumes that by using authentic materials, the teacher has many advantages and the goals of learning can be reached. So, the students will not bore when learning process in the class and they can accept the material clearly.

4. The Disadvantages of Using Authentic Materials.

The disadvantages mentioned by Tamo, (2009: 76) are:

1) Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community.

2) The vocabulary might not be relevant to the student’s immediate needs.
3) Too many structures are mixed so lower levels have a hard time decoding the texts.

4) Special preparation is necessary which can be time consuming.

5) Too many different accents can be heard which can cause some confusion.

6) The material can become outdated easily, e.g. news.

7) There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

5. Accumulating students’ knowledge

Authentic materials contain quite an amount of information covering almost every field of human life. Therefore, applying such materials in language teaching can provide students opportunities to accumulate their world knowledge.
BAB III

RESEARCH METHODOLOGY

A. History and General Situation of STAIN Salatiga

Since established until now, STAIN Salatiga which located on Jl. Tentara Pelajar No. 2 has passed the long history, and many times institutional changes. STAIN Salatiga was established because of the desire of Islamic society in Salatiga to have Islamic studies institutes. In 1997, exactly on March 21 STAIN Salatiga was established, it was written in the decision of Indonesia President Number II/1997. With this decision STAIN Salatiga become an independent institution under supervisor of Indonesia Religion Department.

B. Lecturers

In the teaching and learning process, lecturers are very important and they always needed. They give information and material that students need. STAIN Salatiga has many intelligence lecturers who help their students to achieve the learning result. There are data of STAIN Salatiga about the lecturers.

<table>
<thead>
<tr>
<th>No</th>
<th>Education degree</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S3</td>
<td>17</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>S2</td>
<td>59</td>
<td>31</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>S1</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>79</td>
<td>32</td>
<td>111</td>
</tr>
</tbody>
</table>

Resource: Academic data of STAIN Salatiga
C. Official Staff

STAIN Salatiga has official staff to manage the educational activities. By the official staff, every activity in this institution can be performed effectively and efficiently, the official staff helps the educational activities. There are the data about the official staff of STAIN Salatiga:

Table 3.2
The Number of Official Staff of STAIN Salatiga in the academic year of 2013/2014

<table>
<thead>
<tr>
<th>No</th>
<th>Education Degree</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S2</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>S1</td>
<td>21</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>D1</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>SMA</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>32</td>
<td>20</td>
<td>52</td>
</tr>
</tbody>
</table>

Resource: Academic data of STAIN Salatiga

D. Facilities of STAIN Salatiga

In the educational process, equipment and facilities are the main role to support teaching and learning process. The institution must try to fulfill them. The equipment and facilities help the teaching and learning process to be successful. Especially in English department, they have language laboratory to deliver teaching and learning process. The students not only study in the laboratory, they often studying English in the classroom. The facilities in the classroom are students’ chair, students’ table, teacher’s chair, teacher’s table, a white board, projector and electric lamp.

Other facilities are the library and internet. The library is one of major supporting facility to fulfill scientific information that students need. Library is
the most important facility that institution has. When students get assignment from their lecture, students always look for book to finish their assignment. Meanwhile, the library can be an assessment of quality in the institute. In addition, students not only have library to fulfill their scientific information but also they have internet that they use in the campus area.

E. Research Methodology

1. Type of Research

In this research the writer used a socio-pragmatics research. Fasold (1990) Socio-pragmatic variation examines meaning in interaction and focuses on the negotiation of meaning between speaker and hearer, taking into account the context of utterance, and the meaning of what is being said in social interaction. The research taken here is one of intra-cultural variation, that is, a comparison of the interactional patterns generated by one social group in two or more situational contexts (e.g., refusing, requesting, apologizing, complimenting).

2. Approach

The type of this method is descriptive qualitative. As Miles and Huberman (1984:15) states that qualitative data are attractive. They are a source of well-grounded, rich descriptions and explanations of processes occurring in local context. The result of descriptive qualitative not shows with statistic procedures in analyzing the data, but the results present data in form of description. It is because of the data that collected was words and may pictures,
not numeral data. Because of this, the report would consist of quotations to give the image of the report. In a qualitative research, the researcher made accurate explanation to analyze and present what have been found. The writer assumes that to analyze a data by using descriptive qualitative, the writer needs knowledge to make sentences to explain the data.

3. Setting of the Research

The research organized at English Department of STAIN Salatiga, which located on Jl. Tentara Pelajar No. 2. It was one of principle Islamic University in Salatiga and it has one of good Islamic English education in the right environment to improve the English subject. The students who studied there were not only had good achievement in their English but also they able about their religion.

4. Research Subject

The subjects of this research were 10 students

The subject of the study had characterize following:

a. Age : the students had range age 19-23 years old. The students were 19-23 years old when they fill the DCT questionnaire on June 11, 2014)

b. Level of study : now the students studied in eighth semester of English Department of STAIN Salatiga in the Academic Year of 2013/2014)

d. The students as a teacher were teaching in a formal school.

5. Data Sources

Data source was divided into primary and secondary source.

a. Primary Source

According to Sutopo (2002: 35), in qualitative research, data collected usually in the forms of words, sentences or pictures. The main data source was utterances that taken from their answered the DTC questionnaires. The writer asked students to fill DCT questionnaires with answer that based on apology categorization.

b. Secondary Source

The writer got the other sources from books, journals, articles and internet website which discuss about apology expression to support and complete the primary data. The writer read books, journals, articles and internet website to know how formula can be analyzed based on the categorization and explain how to implement English Language Teaching (ELT) using authentic listening materials.

6. Technique of Data Collection

This research, the writer used DCT (Discourse Completion Tasks) Questionnaires. According to Kristie (1992: 49) DCT was a technique used to elicit data in sociolinguistic research, and effects of systematic modification to its situational prompt on subjects response. DCT was applied to subjects to
write the first thing that came into their minds regarding the situation they were in and the person they were interacting.

The steps of collecting data in this research are as the following:

a. Collecting utterances from respondents by DCT Questionnaires. It was consisted of certain 10 situations, it followed by blank spaces on which the respondents gave responses of apology’s utterances. The respondents had to imagine that the situation, for example:

Situation 1.
When you borrow a book from library, and you forget to return it and this day is the last, what do you say to her/him?
Answer:........................................................................................................

Based on the situation described, the respondents were asked to produce apology’s utterances in the blank spaces provided. As a result, there were 100 utterances.

b. Identifying all utterances containing apology expressions and included the categorization .

c. Making table from the categorizing.

d. Identifying each utterances of apology expression based on Cohen and Olshtain’s (1981:1) and İllknur İstifçi (2009:4) categorization.

e. Identifying apology’s formula utterences of apology expression based on Cohen and Olshtain’s (1981:1) and İllknur İstifçi (2009:4) categorization.
f. Giving a code on each respondent’s utterances to describe frequency of the use of apology’s formula in each situation.

g. Describing the implication on English Language Teaching (ELT) using authentic listening materials.

7. Data Coding

The writer mark the data by codes to make the analysis of each utterances easier. The data coding in this research is as follows:

a. The list of respondents

<table>
<thead>
<tr>
<th>Number</th>
<th>Name of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>Choirin Tria Kartika</td>
</tr>
<tr>
<td>R2</td>
<td>M. Anad Bahtiar</td>
</tr>
<tr>
<td>R3</td>
<td>Ika S Wijayanti</td>
</tr>
<tr>
<td>R4</td>
<td>Uzin Mufaidah</td>
</tr>
<tr>
<td>R5</td>
<td>Agus Prasetyo</td>
</tr>
<tr>
<td>R6</td>
<td>Tuktil Hikmah</td>
</tr>
<tr>
<td>R7</td>
<td>Iman Arifin</td>
</tr>
<tr>
<td>R8</td>
<td>Wahyuningsih</td>
</tr>
<tr>
<td>R9</td>
<td>Siti Surati</td>
</tr>
<tr>
<td>R10</td>
<td>Ainul Fauziah</td>
</tr>
</tbody>
</table>
The table 3.3 showed the list of the students as respondent in this research. R1 show respondent 1 was Choirin Tria Kartika. Then, R2 show respondent 2 was M. Anad Bahtiar. R3 show respondent 3 was Ika S Wijayanti. R4 show respondent 4 was Uzin Mufaidah. R5 show respondent 5 was Agus Prasetyo. R6 show respondent 6 was Tuktil Hikmah. Next, R7 show respondent 7 was Imam Arifin. R8 show respondent 8 was Wahyuningsih. R9 show respondent 9 was Siti Surati. The last was R10 who show respondent 10 Ainul Fauziah.

b. The number of each situation

**Table 3.4**

**The number of each situation.**

<table>
<thead>
<tr>
<th>Number</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Situation 1</td>
</tr>
<tr>
<td>S2</td>
<td>Situation 2</td>
</tr>
<tr>
<td>S3</td>
<td>Situation 3</td>
</tr>
<tr>
<td>S4</td>
<td>Situation 4</td>
</tr>
<tr>
<td>S5</td>
<td>Situation 5</td>
</tr>
<tr>
<td>S6</td>
<td>Situation 6</td>
</tr>
<tr>
<td>S7</td>
<td>Situation 7</td>
</tr>
<tr>
<td>S8</td>
<td>Situation 8</td>
</tr>
<tr>
<td>S9</td>
<td>Situation 9</td>
</tr>
<tr>
<td>S10</td>
<td>Situation 10</td>
</tr>
</tbody>
</table>
The table 3.4 presented about the number of situation. Code S1 was situation 1. S2 showed situation 2. Then, S3 showed situation 3. S4 show situation 4. S5 showed situation 5. S6 showed situation 6. Next, S7 showed situation 7. S8 showed situation 8. S9 showed situation 9 and the last S10 showed situation 10.

c. Giving abbreviation for the apology expression based on Cohen and Olshtain’s (1981:1) and Illknur Istifçi (2009:4).

1) An expression of an apology, ) Illocutionary Force Indicating Device (IFID).
2) An explanation (EXPL)
3) Acknowledgment of responsibility ) for the offense, (RESP
4) An offer of repair or redress (REPR),
5) A promise of forbearance (FORB),
6) Denial of fault or offense (Deny)
7) Putting blame on the hearer (Blame)
8) Asking the state of health (Health)
9) Expressing surpris, Exclamation (EXL)
10) Request

The example of data coding was as follows:

S1/R1/ IFID – Resp = It is the situation 1. The respondent 1 conveys Expression of apology (IFID) and offer of repair or redress (Resp)

8. Technique of Analyzing Data
The process of analyzing data was the method used for analyzing the collected data. The collected data was analyzed by conducting the following steps:

a. Categorizing the apology utterance expressed by the respondents.

b. Describing the apology’s formula in the apology utterance expressed by the respondents based on Cohen and Olshtain’s (1981:1) and Illknur Istifçi (2009:4) categorization.

c. Describing the implication on English Language Teaching (ELT) using authentic listening materials.

d. Drawing conclusion and giving suggestions.
CHAPTER IV
FINDINGS AND DISCUSSION

The main part of a research is the analysis. The analysis answered the problem statements. As mentioned in the first chapter, the aims of this study were describe the categories of the apology that the students used in different situation, to describe apology’s formula in their utterances apology and to describe the implication of the study for ELT.

A. Findings and Discussion

1. The Categories of the Apology that the Students Used in Different Situation

   The apology categorizations were classified as follow:

   Categorization by Cohen and Olshtains’s (1981:1). There were:

   b. An explanation (EXPL)
   c. Acknowledgment of responsibility (RESP) for the offense,
   d. An offer of repair or redress (REPR),
   e. A promise of forbearance (FORB),

   Categorization by Illknur Istifçi (2009:4)

   f. Deny (denial of fault or offense)
   g. Blame (putting blame on the hearer)
   h. Health (asking the state of health)
   i. Exclamation (EXL!) (expressing surpris)
   j. Request
Table 4.1
Apology categorization that used by the students

<table>
<thead>
<tr>
<th>No</th>
<th>Coding</th>
<th>The using of Categorization Apology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S1/R1/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>2</td>
<td>S1/R2/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>3</td>
<td>S1/R3/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>4</td>
<td>S1/R4/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>5</td>
<td>S1/R5/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>6</td>
<td>S1/R6/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>7</td>
<td>S1/R7/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>8</td>
<td>S1/R8/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>9</td>
<td>S1/R9/ IFID-Request</td>
<td>Cohen and Olshtain’s and İlknur İstifçi</td>
</tr>
<tr>
<td>10</td>
<td>S1/R10 IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>11</td>
<td>S2/R1/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>12</td>
<td>S2/R2/ IFID- Request</td>
<td>Cohen and Olshtain’s and İlknur İstifçi</td>
</tr>
<tr>
<td>13</td>
<td>S2/R3/ IFID- Request</td>
<td>Cohen and Olshtain’s and İlknur İstifçi</td>
</tr>
<tr>
<td>14</td>
<td>S2/R4/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>15</td>
<td>S2/R5/ IFID- Request</td>
<td>Cohen and Olshtain’s and İlknur İstifçi</td>
</tr>
<tr>
<td>16</td>
<td>S2/R6/ IFID- Request</td>
<td>Cohen and Olshtain’s and İlknur İstifçi</td>
</tr>
<tr>
<td>17</td>
<td>S2/R7/ IFID- Request</td>
<td>Cohen and Olshtain’s and İlknur İstifçi</td>
</tr>
<tr>
<td>18</td>
<td>S2/R8/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>19</td>
<td>S2/R9/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>20</td>
<td>S2/R10/ IFID- Request</td>
<td>Cohen and Olshtain’s and İlknur İstifçi</td>
</tr>
<tr>
<td>21</td>
<td>S3/R1/ IFID-RESP</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td></td>
<td>Document Code</td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>22</td>
<td>S3/R2/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>23</td>
<td>S3/R3/ IFID-RESP-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>24</td>
<td>S3/R4/ IFID-RESP</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>25</td>
<td>S3/R5/ IFID-RESP</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>26</td>
<td>S3/R6/ IFID-RESP</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>27</td>
<td>S3/R7/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>28</td>
<td>S3/R8/ IFID-RESP</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>29</td>
<td>S3/R9/ IFID-RESP-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>30</td>
<td>S3/R10/ IFID-Request</td>
<td>İlknur İstifçi</td>
</tr>
<tr>
<td>31</td>
<td>S4/R1/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>32</td>
<td>S4/R2/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>33</td>
<td>S4/R3/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>34</td>
<td>S4/R4/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>35</td>
<td>S4/R5/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>36</td>
<td>S4/R6/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>37</td>
<td>S4/R7/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>38</td>
<td>S4/R8/ IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>39</td>
<td>S4/R9/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>40</td>
<td>S4/R10/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>41</td>
<td>S5/R1/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>42</td>
<td>S5/R2/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>43</td>
<td>S5/R3/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>44</td>
<td>S5/R4/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>45</td>
<td>S5/R5/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Identification</td>
</tr>
<tr>
<td>---</td>
<td>---------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>46</td>
<td>S5/R6/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>47</td>
<td>S5/R7/ IFID-Request</td>
<td>Cohen and Olshtain’s and İlknur İstifçi</td>
</tr>
<tr>
<td>48</td>
<td>S5/R8/ IFID- EXPL</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>49</td>
<td>S5/R9/ IFID-Request</td>
<td>Cohen and Olshtain’s and İlknur İstifçi</td>
</tr>
<tr>
<td>50</td>
<td>S5/R10/ IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>51</td>
<td>S6/R1/IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>52</td>
<td>S6/R2/IFID-EXPL</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>53</td>
<td>S6/R3/IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>54</td>
<td>S6/R4/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>55</td>
<td>S6/R5/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>56</td>
<td>S6/R6/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>57</td>
<td>S6/R7/IFID-REPR</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>58</td>
<td>S6/R8/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>59</td>
<td>S6/R9/IFID-RESP-REPR</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>60</td>
<td>S6/R10/IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>61</td>
<td>S7/R1/IFID-EXPL</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>62</td>
<td>S7/R2/IFID-EXPL</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>63</td>
<td>S7/R3/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>64</td>
<td>S7/R4/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>65</td>
<td>S7/R5/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>66</td>
<td>S7/R6/IFID-EXPL</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>67</td>
<td>S7/R7/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>68</td>
<td>S7/R8/IFID-EXPL</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>69</td>
<td>S7/R9/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>70</td>
<td>S7/R10/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>71</td>
<td>S8/R1/IFID-RESP</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>72</td>
<td>S8/R2/IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>73</td>
<td>S8/R3/IFID-Request</td>
<td>Cohen and Olshtain’s and İlknur İstifçi</td>
</tr>
<tr>
<td>74</td>
<td>S8/R4/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>75</td>
<td>S8/R5/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>76</td>
<td>S8/R6/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>77</td>
<td>S8/R7/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>78</td>
<td>S8/R8/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>79</td>
<td>S8/R9/IFID-RESP</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>80</td>
<td>S8/R10/IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>81</td>
<td>S9/R1/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>82</td>
<td>S9/R2/IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>83</td>
<td>S9/R3/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>84</td>
<td>S9/R4/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>85</td>
<td>S9/R5/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>86</td>
<td>S9/R6/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>87</td>
<td>S9/R7/IFID-FORB</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>88</td>
<td>S9/R8/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>89</td>
<td>S9/R9/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>90</td>
<td>S9/R10/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>91</td>
<td>S10/R1/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
<tr>
<td>92</td>
<td>S10/R1/EXL-IFID-Request</td>
<td>Cohen and Olshtain’s and İlknur İstifçi</td>
</tr>
<tr>
<td>93</td>
<td>S10/R1/IFID</td>
<td>Cohen and Olshtain’s</td>
</tr>
</tbody>
</table>
In the table 4.1 the writer can explain that situation 1 about forgetting to return the book. The most respondents used Cohen and Olshtain categorization and only one respondent combain Cohen and Olshtain’s and Illknur Istifçi categorization to make utterence.

Then, Situation 2 about coming late in the class. 6 respondents combained Cohen and Olshtain’s and Illknur Istifçi categorization and there were 4 respondents who used only Cohen and Olshtain categorization. Situation 3 about giving wrong explaination. All respondents used Cohen and Olshtain categorization. Situation 4 about lie to parents. All respondents used Cohen and Olshtain categorization.

Next, situation 5 about late in filling the KRS or planning study. 8 respondents used Cohen and Olshtain categorization and 2 respondents who combined Cohen and Olshtain and Illknur Istifçi categorization. Situation 6 about forgetting friend’s birthday. All respondents used Cohen and Olshtain categorization. Situation 7 about coming late in a meeting. All respondents used Cohen and Olshtain categorization. Situation 8 about getting angry from
headmaster because your students were crowded. 9 respondents used Cohen and Olshtain categorization and only one respondent who used Cohen and Olshtain categorization and Illknur İstifçi categorization. Situation 9 about late in collecting your assignment. All respondents used Cohen and Olshtain categorization. The last, situation 10 about pour the drink on your friend’s cloth. 9 respondents used Cohen and Olshtain categorization and only one respondent who used Cohen and Olshtain and Illknur İstifçi categorization

2. The Analysis of Formulas Student’s Apology Utterences Based on Cohen Olshtain’s and Illknur İstifçi Theories

<table>
<thead>
<tr>
<th>Code</th>
<th>Utterence</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1R1</td>
<td>I am sorry, I will return the book tomorrow.</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S1R2</td>
<td>I am sorry Sir, I will return it tomorrow.</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S1R3</td>
<td>I am sorry</td>
<td>IFID</td>
</tr>
<tr>
<td>S1R4</td>
<td>I am sorry, I will return it tomorrow.</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S1R5</td>
<td>I am sorry</td>
<td>IFID</td>
</tr>
<tr>
<td>S1R6</td>
<td>I am sorry, I will return it tomorrow.</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S1R7</td>
<td>I am sorry Sir. I will bring the book which I have</td>
<td>IFID +</td>
</tr>
</tbody>
</table>
Table 4.2, the most common formula used by respondents were IFID + FORB (e.g. I am sorry, I will return it tomorrow). This formula used by 6 respondents. Another common formula was IFID (I am sorry) used by 3 respondents. Only one respondent used formula IFID + request (I am sorry. Can I use the book for two days again?)

Table 4.3
The formula apology

<table>
<thead>
<tr>
<th>Code</th>
<th>Utterence</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2R1</td>
<td>I am sorry, I will not come late again.</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S2R2</td>
<td>I am sorry Sir. May I join your class?</td>
<td>IFID + Request</td>
</tr>
<tr>
<td>S2R3</td>
<td>I am sorry Sir. Can I join with this class?</td>
<td>IFID + Request</td>
</tr>
<tr>
<td>S2R4</td>
<td>I am sorry Sir.</td>
<td>IFID</td>
</tr>
</tbody>
</table>
Table 4.3, the respondents preferred IFID + Request (I am sorry Sir. Can I join with this class; I am sorry. May I join your class) 6 respondents. The respondents used IFID + FORB (I am sorry Sir. I will not come late again; I am sorry Mom. I promise to you, it is the last for me to come late in your class) 3 respondents. Then, a respondent use of IFID (I am sorry).

**Table 4.4**

**The formula apology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Utterence</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3R1</td>
<td>I am sorry, I was wrong</td>
<td>IFID + RESP</td>
</tr>
<tr>
<td>S3R2</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
</tbody>
</table>
Table 4.4 shows, combination of IFID + RESP (e.g. I am sorry, I had given you wrong explanation.) were higher in this data (5 Respondents). IFID + Request formula was employed by only one respondent. The used of formula IFID was same with formula IFID + RESP + FORB were 2 respondents.

<table>
<thead>
<tr>
<th>Code</th>
<th>Utterence</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3R3</td>
<td>I am sorry, I was wrong. Now, I will give you new explanation.</td>
<td>IFID + RESP + FORB</td>
</tr>
<tr>
<td>S3R4</td>
<td>I am sorry, I was wrong.</td>
<td>IFID + RESP</td>
</tr>
<tr>
<td>S3R5</td>
<td>I am sorry, I had given you wrong explanation.</td>
<td>IFID + RESP</td>
</tr>
<tr>
<td>S3R6</td>
<td>I am sorry, I had given wrong explanation.</td>
<td>IFID + RESP</td>
</tr>
<tr>
<td>S3R7</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S3R8</td>
<td>I am sorry, It is my mistake.</td>
<td>IFID + RESP</td>
</tr>
<tr>
<td>S3R9</td>
<td>I am sorry. I have given you wrong explanation so, I will give new explanation</td>
<td>IFID + RESP + FORB</td>
</tr>
<tr>
<td>S3R10</td>
<td>I am sorry, I was wrong.</td>
<td>IFID</td>
</tr>
</tbody>
</table>

Table 4.5

The formula apology

<table>
<thead>
<tr>
<th>Code</th>
<th>Utterence</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>S4R1</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S4R2</td>
<td>I am sorry Mom, I will not make the same mistakes.</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S4R3</td>
<td>I am sorry. I promise, I will not do it again.</td>
<td>IFID + FORB</td>
</tr>
</tbody>
</table>
Table 4.5 reveals IFID (e.g. I am sorry) were used by 5 respondents and IFID + FORB (e.g. I am sorry. I promise, I will not do it again.) were the used by 5 respondents.

Table 4.6

The formula apology

<table>
<thead>
<tr>
<th>Code</th>
<th>Utterence</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>S4R4</td>
<td>I am sorry. I promise to you, I will not do it again.</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S4R5</td>
<td>I am sorry. I promise with you, I will not lie again.</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S4R6</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S4R7</td>
<td>I am sorry Mom.</td>
<td>IFID</td>
</tr>
<tr>
<td>S4R8</td>
<td>I am sorry, I will not lie again.</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S4R9</td>
<td>I am sorry</td>
<td>IFID</td>
</tr>
<tr>
<td>S4R10</td>
<td>I am sorry</td>
<td>IFID</td>
</tr>
<tr>
<td>S5R1</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S5R2</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S5R3</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S5R4</td>
<td>I am sorry</td>
<td>IFID</td>
</tr>
<tr>
<td>S5R5</td>
<td>I am sorry</td>
<td>IFID</td>
</tr>
<tr>
<td>S5R6</td>
<td>I am sorry</td>
<td>IFID</td>
</tr>
<tr>
<td>S5R7</td>
<td>I am sorry Sir. Could you help me to fill my</td>
<td>IFID +</td>
</tr>
</tbody>
</table>
The formula commonly used by 7 respondents were IFID (e.g., I am sorry). 2 respondents used IFID + Request (e.g., I am sorry, it is my fault. Can you permit me to fill planning study; I am sorry Sir. Could you help me to fill my KRS?). The use of IFID + EXPL (e.g., I am sorry. I am late to fill KRS because I had some trouble yesterday) was one respondent.

### Table 4.7

**The formula apology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Utterance</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>S6R1</td>
<td>I am sorry, I will never forget it again</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S6R2</td>
<td>I am sorry, I forget your birthday because my mother was ill.</td>
<td>IFID + EXPL</td>
</tr>
<tr>
<td>S6R3</td>
<td>I apologize, I will never forget it again</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S6R4</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S6R5</td>
<td>I am sorry</td>
<td>IFID</td>
</tr>
<tr>
<td>S6R6</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S6R7</td>
<td>I am sorry. I will give you gift tomorrow</td>
<td>IFID + REPR</td>
</tr>
</tbody>
</table>
Table 4.7, the respondents preferred IFID (4 respondents), IFID + FORB (3 respondents), IFID + EXPL (only one respondent), IFID + REPR (one respondent) and IFID + RESP + REPR (one respondent)

**Table 4.8**

**The formula apology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Utterence</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>S6R8</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S6R9</td>
<td>I am sorry, it is my fault forgetting your birthday. I will give special gift for you.</td>
<td>IFID + RESP + REPR</td>
</tr>
<tr>
<td>S6R10</td>
<td>I am sorry, I will never forget it again.</td>
<td>IFID + FORB</td>
</tr>
</tbody>
</table>

| S7R1 | I am sorry, I had to buy some apples for my brother. | IFID + EXPL |
| S7R2 | I am sorry, I had to take my mother up in the market. | IFID + EXPL |
| S7R3 | I am sorry guys.                                    | IFID       |
| S7R4 | I am sorry.                                         | IFID       |
| S7R5 | I am sorry guys                                     | IFID       |
| S7R6 | I am sorry, I come late because I had to wait my mother go home. | IFID + EXPL |
| S7R7 | I am sorry.                                         | IFID       |
| S7R8 | I am sorry guys, I got traffic jam.                 | IFID + EXPL |
Table 4.8, the formulates used by 6 respondents were IFID (e.g. I am sorry). Then IFID + EXPL used by 4 respondents.

**Table 4.9**

The formula apology

<table>
<thead>
<tr>
<th>Code</th>
<th>Utterence</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>S8R1</td>
<td>I am sorry, that is my fault.</td>
<td>IFID + RESP</td>
</tr>
<tr>
<td>S8R2</td>
<td>I am sorry Sir, I promise this incident will not happen again.</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S8R3</td>
<td>I am sorry. Can I try to handle this class again?</td>
<td>IFID + Request</td>
</tr>
<tr>
<td>S8R4</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S8R5</td>
<td>I am sorry Sir.</td>
<td>IFID</td>
</tr>
<tr>
<td>S8R6</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S8R7</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S8R8</td>
<td>I am sorry Sir</td>
<td>IFID</td>
</tr>
<tr>
<td>S8R9</td>
<td>I am sorry Sir. It is my fault</td>
<td>IFID + RESP</td>
</tr>
<tr>
<td>S8R10</td>
<td>I am sorry. I promise, I will handle my students.</td>
<td>IFID + FORB</td>
</tr>
</tbody>
</table>

Table 4.9, 5 respondents preferred IFID (I am sorry), 2 respondents used formula IFID + FORB. 2 respondents used formula IFID + RESP and IFID + Request used by one respondent.
Table 4.10
The formula apology

<table>
<thead>
<tr>
<th>Code</th>
<th>Utterence</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>S9R1</td>
<td>I am sorry</td>
<td>IFID</td>
</tr>
<tr>
<td>S9R2</td>
<td>I am sorry, I will not do it again.</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td>S9R3</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S9R4A</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S9R5s</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S9R6</td>
<td>I am sorry.</td>
<td>IFID</td>
</tr>
<tr>
<td>S9R7</td>
<td>I am sorry. I promise, next time I will collect my</td>
<td>IFID + FORB</td>
</tr>
<tr>
<td></td>
<td>assignment on time.</td>
<td></td>
</tr>
<tr>
<td>S9R8b</td>
<td>I am sorry Mom</td>
<td>IFID</td>
</tr>
<tr>
<td>S9R9i</td>
<td>I am sorry Sir.</td>
<td>IFID</td>
</tr>
<tr>
<td>S9R10f</td>
<td>I am sorry</td>
<td>IFID</td>
</tr>
</tbody>
</table>

As table 4.10, the respondents preferred IFID respondents (I am sorry).
The respondents used IFID + FORB (e.g. I am sorry. I promise, next time I will collect my assignment on time; I am sorry, I will not do it again only 2 respondents.

Table 4.11
The formula apology

<table>
<thead>
<tr>
<th>Code</th>
<th>Utterence</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>S10R1</td>
<td>I am sorry</td>
<td>IFID</td>
</tr>
</tbody>
</table>
As table 4.11, the most common formula used by 6 respondents are IFID (e.g. I am sorry). Another formula was IFID + REPR (e.g. I am sorry. I will replace your cloth) one respondent. Then, one respondent used formula IFID + EXPL (e.g. I am sorry. I have slipped on my feet). A respondent used formula EXL + IFID + Request.

**Table 4.12**

**Frequency of the use of apology’s formulas in all situation 1 – situation 10**

<table>
<thead>
<tr>
<th>Formulates</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>IFID</td>
<td>47</td>
</tr>
<tr>
<td>REPR</td>
<td>0</td>
</tr>
<tr>
<td>EXPL</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 4.12 showed that most of respondents used apology’s formulas were IFID. There were 47% respondents used IFID. Then, 21% for respondents who used combination of apology’s formula IFID + FORB. 11% respondents used combination of apology’s formula IFID + Request. 8% respondents used IFID + RESP. 7 % respondents used IFID + EXPL. Then, 2% respondents used IFID + RESP + FORB and IFID + REPR. Only one percent respondent that used Surprise + IFID + Request and IFID + RESP + REPR.
3. The Distribution to English Language Teaching (ELT) Using Authentic Listening Materials.

As teachers, the researcher have some ways how to implicate the Authentic Listening Materials in english language teaching for students. This was a description for teachers how to used Authentic Listening Materials in english language teaching be succesfull. There were::

a. Stimulating students’ motivation

Authentic listening materials, especially the current popular ones such as clips from media always dealing with topics that were familiar to students and relevant to their personal experience. Introducing and utilizing natural materials can be a very meaningful experience for students and can capture the interest and stimulate the imagination of students. So, students had more motivated to learn.

b. Accumulating students’ knowledge

Authentic materials contain quite an amount of information covering almost every field of human life. Therefore, applying such materials in language teaching can provide students opportunities to accumulate their world knowledge.

c. Factors to consider when selecting authentic listening materials

The factors were:
1. Learner’s language proficiency level and the linguistic demands of the listening text.

Teachers need to bear the following questions in mind:

a). Is the critical vocabulary in the recording (words central to an understanding of a topic) likely to be familiar to the listener?

b). To what extent does the task rely upon the ability to decode the linguistic content?

c). To what extent can the task be achieved without a full understanding of the linguistic content?

Learner level was an important factor in selecting authentic listening materials. Spontaneously spoken language was too complex to be introduced in the classroom in the first stage of foreign language learning, but in the second or intermediate stage of foreign language learning, all the factors of the spontaneously spoken language come into action. So for the lower level learners, the teacher should provide easier materials such as the short headline type reports, audio and radio advertising, or short news broadcasts or children’s songs.

For the intermediate levels, there was a wider range of choices. Four or five minutes TV or radio news reports, the slightly adopted movies, or even whole TV programs can be included. As for the advanced
level students, they had learned the target language for years and had the ability of dealing with the possible difficulties with their linguistic competence and world knowledge. Teachers now can choose some political speeches, ceremonial formulae, gossip, family quarrels etc. as the teaching materials. These materials were either very formal (ceremonial formulae, political speeches) or fairly informal (gossip, family quarrels), which are considered very difficult for foreign language learners.

2. Learners’ interest and the intrinsic interest of the topic

Teachers had to think how easy it was to create interest in the topic at a pre-listening stage and how familiar the topic is to the students. Learner’s interest was another important factor that should be taken into consideration when selecting authentic listening materials. An applied linguist once said that it’s no good trying to get their students fascinated by a text on the latest art movies if they are all fans of action films.

Teachers might as well save their time and energy and just use the textbook. So it was necessary for teachers to know students’ likes and dislikes on listening materials and it’s wise for them to make a survey among students before the selection. For example, the teacher gave each student a form like the following one, and asked them to fill it, and then makes a summary of the survey. In this way, the selected materials may be accepted by most of the students and successful listening teaching may achieve.
Table 4.13

Example table to survey

<table>
<thead>
<tr>
<th>Likes</th>
<th>Dislikes</th>
<th>Reasons</th>
</tr>
</thead>
</table>

3. Cultural appropriateness

If there was any cultural specific content in the recording, the teachers should consider whether they can reduce its comprehensibility to the listeners from other cultural backgrounds or whether it can potentially cause cultural offence.

4. Cognitive demands

How complex are the ideas in the recording? How dense are they? How complex are the relationships between the ideas? How complex is the overall argument structure

5. Exploitability

Can the teachers design any learning tasks based on the text to ensure the learners’ comprehension? There were other factors need to be considered: the information density, the accent, the speed of the speaker, the relevance of the listening material to the syllabus and the students etc.
d. Applying authentic materials

Authentic materials had many advantages compared with inauthentic materials. However, it did not mean that choosing and using appropriate authentic materials in listening teaching can really improving students listening ability. The most important thing was what kinds of methods were adapted to utilize these materials. As for the question of utilizing, different people have different opinions. According to the researcher thought the following ways of using authentic materials are effective.

1). Integrating target culture with language teaching

Language and culture were closely related with each other. Language was a part of culture and plays an important role in it. On one hand, without language, culture cannot be transmitted. On the other hand, language was influenced and shaped by culture. Language and culture interacted with each other and the understanding of one influences the understanding of the other.

In the teaching of listening comprehension, the teachers can find that listening materials, especially authentic materials, often have much cultural content that is closely related to the knowledge of American and British culture, society, and economy. If students lack this kind of knowledge, there will be difficulties in their listening comprehension. Maybe many of them have this experience: when the students were listening to something familiar to them, whatever was concerned, they usually find it easy to understand.
Even if there are some new words, the students were able to guess their meanings from the context. However, if the materials are unfamiliar to them, or too culturally based, they may feel very difficult. Even if there were no new words in the materials, the students can only get the literal meaning. The students didn’t understand the meaning in depth, because of the lack of cultural information. For instance, here was a sentence from a report, “The path to November is uphill all the way.” November literally means “the eleventh month of the year”. But here it refers to the presidential election to be held in November. Another example was “red-letter-days”—which was a simple phrase and easy to hear, meaning holidays such as Christmas and other special days. Without teachers’ explanation, students were usually unable to understand them. In order to solve the problems in this respect, teachers were suggested to pay attention to culture teaching in listening comprehension.

2). Introducing background knowledge

Some listening materials were too culturally based, thus not easy for students to understand. A good suggestion for teachers was to introduce some background information before listening. For example, if what the students were going to listen to is a piece of BBC or VOA news, the teacher had better explain the names of countries, places, people was names and ages etc. appeared in the news, which were a little difficult for second language learners. If the materials are on western customs, the possible way for the teacher was to ask students to search the relevant information in advance and
then shared what they have found with the whole class. If teachers prepared original English films for students, it was wise for them to introduce the characters, the settings, and the general plot and tell students how to watch these original films. In this way, students may feel easier to listen to the authentic listening materials.

3). Explaining idioms

Idioms were important in any language and culture. They were often hard to understand and hard to use appropriately. The teacher knew that it was usually impossible to understand them without the context. Some English idioms mean much more than the literal meanings. Authentic materials were likely to contain many idioms, especially in films. The teacher should explain the idioms and ask students to accumulate them. Students can benefit from this in the long run.

4). Encouraging students’ self-learning

Time in class was limited. Teachers’ teaching is just one of the learning resources for the students. Teachers should raise students’ cultural awareness, and encourage them to learn the target culture by themselves. Here was a long term plan of culture learning: the teacher asked the students to learn the target culture in their spare time in group. Students were supposed to have discussions on their interested topics with their group members and prepare a report for the whole class. In this way, they can accumulate their
information and learn more. It’s better for the teacher to give the students one hour to report each week. This plan emphasized students’ self-learning. The following was the suggested procedure:

a). Divide the whole class into four groups.

b). The teacher provided expression of apology based on Cohen and Olshtain’s (1981:1) and İlknur İstifçi (2009:4). (Students were allowed to find expression of apology). Then students were expected to search as much information as possible on expression of apology. After this, they should hold a discussion with their group members on the found information and decide how and who will give the report.

c). On the “report day”, the apology expression gave their reports one by one. Instead of reading the report, they are asked to retell what they have prepared. The rest of the students should regard this class as a listening practice and respond to it after the report.

d). When the reporter finishes, students can ask whatever questions related to the report. If the reporter can’t give the answers, he/she can turn to his/her group members.

Students may benefit in two ways if they carry on this plan. First, in the report section, students in fact make a listening class by themselves. Every student was getting involved in this process, so they were highly motivated and willing to listen to each other very carefully. Second, in the preparing process,
students may read quite an amount of cultural information, and deal with
various authentic materials. Their knowledge on culture would soon be
enriched. Day by day, when students come back in the listening classroom,
they may find that the authentic listening materials were no longer so difficult,
and when they go outside the classroom, they may find it easier to
communicate with native speakers.

e. Helping students to adapt to authentic listening situation

The goal of listening teaching was to help students to understand the
“real speech” to communicate in real life. Second language listeners must try
their best to cope with “genuine speech” and “authentic listening situation”.
That was, listeners must be able to understand natural listening speech to meet
their own needs as members of the English-speaking community. However,
many learners complained that authentic listening situations were in most cases
out of their control. To solve this problem (put forward that teachers should
provide listeners with strategies training. The way was to train listeners’ ability
of starting listening from the middle. For example, if students listen to a
conversation from the middle, they were expected to attune to the conversation
while simultaneously trying to understand it.

As a strategy—training activity, listening from the middle by helped the
students hypothesizes by listening to an audio recorder of the middle of a
medical procedure – part of a larger discussing about inferences. The goal was
to give learners strategies for studying to listen in the middle of a conversation
by quickly making inferences about the setting, mood, interpersonal relationships and the topic. By used the audio recordings from the course texts. Generally speaking, the class consists of three stages: presenting, while-listening, and post-listening.

There were three steps in the presenting stage. First, introduced the activity and explained that the class would be working on how to listen from the middle, and then tell students the importance of knowing about the listening time and place, the speakers, their feelings, what kind of speech they were engaged in, what the topic was, and why someone might want to listen. Second, told the students that during listening they needed to take notes and discuss what they hear. The following two tables would be given to the class.

**Table 4.14**

**Example the First Table**

<table>
<thead>
<tr>
<th>What came before:</th>
<th>What I heard <em>(Start here)</em>:</th>
<th>What comes next:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.15**

**Example the Second Table**

<table>
<thead>
<tr>
<th>What I can identify about:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speakers:</td>
</tr>
<tr>
<td>Emotions:</td>
</tr>
</tbody>
</table>
Third, told the students to be ready to take notes in the “What I heard” part of Table 4.14.

In the while-listening stage, four steps were needed. First, play a one-minute segment from the middle of the listening text. All of the speakers should be heard in this part. Students should take notes. When the recording was stopped, students should check their notes with a classmate. The discussion provides additional listening practice and opportunities to negotiate. Second, play the same one-minute segment again. Ask the students to check or add to their notes, and then confer a second time with classmates. Third, as a class, students discuss and fill out the displayed copy of the “What I heard” portion of Table 1, and then the second table. Fourth, play the segment a third time. Students made corrections to the “What I heard” and “What I can identify about” tables. In the last stage, check answer and encourage students to use this method for listening practice in their free time.

In this research, the teachers teaching material used audio recording because the difficulty level of this material was suitable to the students. This was an important principle the teachers have mentioned before. In fact, based on students’ interest and linguistic backgrounds teachers had a wide range of other choices, such as films, radio, TV-play etc. The teachers can see that there were
three characteristics in this activity: note-taking, classroom discussing and prediction, which were effective ways of involving students in the listening process.

Generally speaking, listening from the middle was a good way of using authentic material to help students adapt to authentic listening situation and improving their listening level.

f. Predicting

In listening practice, some students tend to believe that unless they understand everything, they will understand nothing. They always wanted to gain the “total and thorough comprehension”. In fact, even native speaker did not impose a standard of total comprehension on themselves, and they indeed tolerated a certain degree of vagueness. In using authentic listening materials, we should learn to tolerate vagueness.

It was necessary to encourage students to make most of their incomplete comprehension, and predict what they will hear next. The good language learner was a willing and accurate guesser. Understanding was not something that happens because of what a speaker says: the listener has a crucial part to play in the process by activating various types of knowledge applying what he knows to what he hears and trying to understand what the speaker means.

g. Integrated skills on activating students’ authentic response
It was important to integrate listening with other skills because: “listening was not an isolated skill”. Listening occurred together with speaking and it also occurs with writing. For example, note-taking while listening to a lecture. Therefore, activities require such techniques as note-taking, discussing, role-play, or summary writing etc. can be introduced in listening comprehension, and activate students authentic response to authentic materials.

It is said that the activities based on authentic materials were generally the same as the traditional listening class activities, except that these activities require more productive responses. The most common listening activities proposed were:

1) Posing of problems (pre-questioning or discussing work sheet)
2) Class listen and give individual answers on worksheet;
3) Class discuss their results in pairs or small group. The teacher withholding “correct” answers at this stage;
4) Class listen again as necessary to solve anomalies or settle disputes as far as possible;
5) Whole-class discussion of results, elicited by teacher.
6) Teachers play back tapes to whole class. Final discussing of language points that have lead to dispute or misunderstanding.

Teaching practice teachers have many choices. After seeing a film, they can ask students to mention the apology expression in the film and they can also use discussing, retelling. All of these are effective ways of using authentic materials in listening comprehension.
A. Conclusion

The result of the analysis is drawn in this last chapter as the answers of problem statements of the research. Based on the data analysis in the previous chapter, the conclusions of this research are as follows:

1. Cohen and Olshtain’s categorization, there were:
   b. An explanation (EXPL)
   c. Acknowledgment of responsibility (RESP) for the offense,
   d. An offer of repair or redress (REPR),
   e. A promise of forbearance (FORB)

Categorization by Illknur Istifçi, there were:
   a. Deny (denial of fault or offense)
   b. Blame (putting blame on the hearer)
   c. Health (asking the state of health)
   d. Exclamation (EXL!) (expressing surpris)
   e. Request

The students’ utterances of apology expression were:

1. S1/R1/ IFID-FORB
2. S1/R1/ IFID-FORB
3. S1/R1/ IFID
4. S1/R1/ IFID-FORB
5. S1/R1/ IFID
6. S1/R1/ IFID-FORB
7. S1/R1/ IFID-FORB
8. S1/R1/ IFID-FORB
9. S1/R1/ IFID--Request
10. S1/R1/ IFID

Few of the students used Illknur Istifçi categorization to show the expression of apology. Furthermore, there were some respondents combined Cohen and Olshtain’s and Illknur Istifçi categorization. Most students used “I’m sorry” on their apology.

2. Most of respondents used apology’s formula IFID without combine with others formula. The writer finds some apology’s formula that used by respondents. There were 21 respondents who used combination of apology’s formula IFID + FORB. 11 respondents used combination of apology’s formula IFID + Request. 8 respondents used IFID + RESP. 7 respondents used IFID + EXPL. Then, 2 respondents used IFID + RESP + FORB and IFID + REPR. Only one respondent that used Surprise + IFID + Request and IFID + RESP + REPR

3. The implication on English Language Teaching (ELT)

Using Authentic Listening Materials. If the teachers would teach using authentic listening materials, they have to prepare the ways to teach with
them. There were Stimulating students’ motivation, Accumulating students’ knowledge, Factors to consider when selecting authentic listening materials, Applying authentic materials, Helping students to adapt to authentic listening situation, and Predicting.

B. Suggestion

Based on the conclusion above, the writer proposed the suggestion as follow:

1. To Other Researchers

This research could be one of references in studying about apology and the writer hopes that there will be others research who will conduct the same topic to complete this research although in different field.

2. To Learning Process

The writer hopes by studying of apology may help students to reduce misunderstanding of the meaning or intention that appear in the process of learning at the class.

3. To Readers

The writer hopes the readers would not be confused about what people means when they listen a conversation of apology by authentic listening materials. They will understand and know about the apology’s expression. It is because sometimes people have implicated intentions in their speech.
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Curriculum Vitae

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Sex: Female

Place and Date of Birth: Semarang regency, October 28th 1992

Address: Lingkungan Bandungan, Rt 19 Rw 05 Semarang Regency.

E-mail: muf_efi@yahoo.com

Educational Background:

- RA Keluarga Bandungan 1997-1998
- SD N Bnadungan 03 1998-2004
- SMP 2 Ambarawa 2004-2007
- SMA Islam Sudirman Ambarawa 2007-2010
- STAIN Salatiga 2010-2014
Questionnaire of Apology

Name : Agus Prasetyo
Age : 22
Sex : Male

Please fill this questionnaire about apology. You must fill with correct grammar. The purpose of this questionnaire is to analyze the formula the utterences that using apology of TBI 8th semester students in STAIN Salatiga according Cohen and Olshtain’s (1981:2) and Illknur Istifçi (2009:4) categorization.

Situation 1.
When you borrow a book from library, and you forget to return it and this day is the last, what do you say to her/him?
Answer: I am sorry, I will return the book tomorrow.

Situation 2.
What do you say to your lecture when you’re late to her/his class?
Answer: I am sorry, I will not come late again.

Situation 3
When you teach your students, you give wrong explanation. What do you say?
Answer: I am sorry, I was wrong.

Situation 4
If you made a mistake to your parent, because of you lied to them, what will you say?
Answer: I am sorry.

Situation 5
If you are late in filling the KRS or planning study, then what will you say to the academic officer?
Answer: I am sorry.

Situation 6
What will you say to your close friend if you are forgetting his/her birthday?
Answer: I am sorry, I will never forget it again.

Situation 7
What will you say if you come late in a meeting with your friend to make assignment?
Answer: I am sorry, I had to buy some apples for my brother.

Situation 8
Your students are crowded in your class, you get angry from headmaster. What do you say?
Answer: I am sorry, that is my fault.

Situation 9
What will you say to your lecturer when you are late in collecting your assignment?
Answer: I am sorry.

Situation 10
When you go to the canteen with your friend to buy some drink and snack, suddenly you pour the drink on your friend’s cloth. What will you say?

Answer: I am sorry, I will clean your cloth.

Thank you very much

Questionnaire of Apology

Name : Wahyuningsih
Age : 21
Sex : Female

Please fill this questionnaire about apology. You must fill with correct grammar. The purpose of this questionnaire is to analyze the formula the utterances that using apology of TBI 8th semester students in STAIN Salatiga according Cohen and Olshtain’s (1981:2) and Illknur Istifçi (2009:4) categorization.

Situation 1.

When you borrow a book from library, and you forget to return it and this day is the last, what do you say to her/him?

Answer: I am sorry Sir, I will return it tomorrow.

Situation 2.

What do you say to your lecture when you’re late to her/his class?

Answer: I am sorry Sir. May I join your class?

Situation 3
When you teach your students, you give wrong explanation. What do you say?
Answer: I am sorry.

Situation 4
If you made a mistake to your parent, because of you lied to them, what will you say?
Answer: I am sorry Mom, I will not make the some mistakes.

Situation 5
If you are late in filling the KRS or planning study, then what will you say to the academic officer?
Answer: I am sorry.

Situation 6
What will you say to your close friend if you are forgetting his/her birthday?
Answer: I am sorry, I forget your birthday because my mother was ill.

Situation 7
What will you say if you come late in a meeting with your friend to make assignment?
Answer: I am sorry, I had to take my mother up in the market.

Situation 8
Your students are crowded in your class, you get angry from headmaster. What do you say?
Answer: I am sorry Sir, I promise this incident will not happen again.

Situation 9

What will you say to your lecturer when you are late in collecting your assignment?

Answer: I am sorry, I will not do it again.

Situation 10

When you go to the canteen with your friend to buy dome drink and snack, suddenly you pour the drink on your friend’s cloth. What will you say?

Answer: I am sorry. Can I clean your cloth?

Thank you very much

Questionnaire of Apology

Name : Tuktil Hikmah
Age : 22
Sex : Female

Please fill this questionnaire about apology. You must fill with correct grammar. The purpose of this questionnaire is to analyze the formula the utterences that using apology of TBI 8th semester students in STAIN Salatiga according Cohen and Olshtain’s (1981:2) and Illknur Istifçi (2009:4) categorization.

Situation 1.
When you borrow a book from library, and you forget to return it and this day is the last, what do you say to her/him?

Answer: I am sorry.

Situation 2.

What do you say to your lecture when you’re late to her/his class?

Answer: I am sorry Sir. Can I join with this class?

Situation 3

When you teach your students, you give wrong explanation. What do you say?

Answer: I am sorry, I was wrong. Now, I will give you new explanation.

Situation 4

If you made a mistake to your parent, because of you lied to them, what will you say?

Answer: I am sorry. I promise, I will not do it again.

Situation 5

If you are late in filling the KRS or planning study, then what will you say to the academic officer?

Answer: I am sorry.

Situation 6

What will you say to your close friend if you are forgetting his/her birthday?

Answer: I apologize, I will never forget it again.
Situation 7

What will you say if you come late in a meeting with your friend to make assignment?

Answer: I am sorry guys.

Situation 8

Your students are crowded in your class, you get angry from headmaster. What do you say?

Answer: I am sorry. Can I try to handle this class again?

Situation 9

What will you say to your lecturer when you are late in collecting your assignment?

Answer: I am sorry.

Situation 10

When you go to the canteen with your friend to buy dome drink and snack, suddenly you pour the drink on your friend’s cloth. What will you say?

Answer: I am sorry.

Thank you very much

Questionnaire of Apology

Name   : Tuktil Hikmah
Age    : 22
Sex: Female

Please fill this questionnaire about apology. You must fill with correct grammar. The purpose of this questionnaire is to analyze the formula the utterances that using apology of TBI 8th semester students in STAIN Salatiga according Cohen and Olshtain’s (1981:2) and Illknur Istifçi (2009:4) categorization.

Situation 1.

When you borrow a book from library, and you forget to return it and this day is the last, what do you say to her/him?

Answer: I am sorry.

Situation 2.

What do you say to your lecture when you’re late to her/his class?

Answer: I am sorry Sir. Can I join with this class?

Situation 3

When you teach your students, you give wrong explanation. What do you say?

Answer: I am sorry, I was wrong. Now, I will give you new explanation.

Situation 4

If you made a mistake to your parent, because of you lied to them, what will you say?

Answer: I am sorry. I will not do it again.

Situation 5
If you are late in filling the KRS or planning study, then what will you say to the academic officer?

Answer: I am sorry.

Situation 6

What will you say to your close friend if you are forgetting his/her birthday?

Answer: I am sorry, I will never forget it again.

Situation 7

What will you say if you come late in a meeting with your friend to make assignment?

Answer: I am sorry guys.

Situation 8

Your students are crowded in your class, you get angry from headmaster. What do you say?

Answer: I am sorry. I promise, I will handle my students.

Situation 9

What will you say to your lecturer when you are late in collecting your assignment?

Answer: I am sorry.
When you go to the canteen with your friend to buy dome drink and snack, suddenly you pour the drink on your friend’s cloth. What will you say?

Answer: I am sorry.

Thank you very much

Questionnaire of Apology

Name : Uzin Mufaidah
Age : 19
Sex : Female

Please fill this questionnaire about apology. You must fill with correct grammar. The purpose of this questionnaire is to analyze the formula the utterances that using apology of TBI 8th semester students in STAIN Salatiga according Cohen and Olshtain’s (1981:2) and Illknur Istifçi (2009:4) categorization .

Situation 1.

When you borrow a book from library, and you forget to return it and this day is the last, what do you say to her/him?

Answer: I am sorry, I will return it tomorrow.

Situation 2.

What do you say to your lecture when you’re late to her/his class?

Answer: I am sorry Sir.

Situation 3
When you teach your students, you give wrong explanation. What do you say?

Answer: I am sorry, I was wrong.

Situation 4

If you made a mistake to your parent, because of you lied to them, what will you say?

Answer: I am sorry. I promise, I will not do it again.

Situation 5

If you are late in filling the KRS or planning study, then what will you say to the academic officer?

Answer: I am sorry.

Situation 6

What will you say to your close friend if you are forgetting his/her birthday?

Answer: I am sorry, I will never forget it again.

Situation 7

What will you say if you come late in a meeting with your friend to make assignment?

Answer: I am sorry.

Situation 8

Your students are crowded in your class, you get angry from headmaster. What do you say?
Answer: I am sorry.

Situation 9

What will you say to your lecturer when you are late in collecting your assignment?

Answer: I am sorry.

Situation 10

When you go to the canteen with your friend to buy dome drink and snack, suddenly you pour the drink on your friend’s cloth. What will you say?

Answer: I am sorry, it is my fault.

Thank you very much

Questionnaire of Apology

Name : M. Anad Bahtiar
Age : 23
Sex : Male

Please fill this questionnaire about apology. You must fill with correct grammar. The purpose of this questionnaire is to analyze the formula the utterances that using apology of TBI 8\textsuperscript{th} semester students in STAIN Salatiga according Cohen and Olshtain’s (1981:2) and Illknur Istifçi (2009:4) categorization.

Situation 1.
When you borrow a book from library, and you forget to return it and this day is the last, what do you say to her/him?

Answer: I am sorry.

Situation 2.

What do you say to your lecture when you’re late to her/his class?

Answer: I am sorry Sir. Can I join in this class?

Situation 3

When you teach your students, you give wrong explanation. What do you say?

Answer: I am sorry, I had given you wrong explanation.

Situation 4

If you made a mistake to your parent, because of you lied to them, what will you say?

Answer: I am sorry. I promise with you, I will not do lie that again.

Situation 5

If you are late in filling the KRS or planning study, then what will you say to the academic officer?

Answer: I am sorry.

Situation 6

What will you say to your close friend if you are forgetting his/her birthday?

Answer: I am sorry.
Situation 7

What will you say if you come late in a meeting with your friend to make assignment?

Answer: I am sorry guys.

Situation 8

Your students are crowded in your class, you get angry from headmaster. What do you say?

Answer: I am sorry Sir.

Situation 9

What will you say to your lecturer when you are late in collecting your assignment?

Answer: I am sorry.

Situation 10

When you go to the canteen with your friend to buy dome drink and snack, suddenly you pour the drink on your friend’s cloth. What will you say?

Answer: I am sorry. I will clean your cloth.

Thank you very much

Questionnaire of Apology

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<thead>
<tr>
<th>Name</th>
<th>Siti Surati</th>
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<tr>
<td>Age</td>
<td>23</td>
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<tr>
<td>Sex</td>
<td>Female</td>
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Please fill this questionnaire about apology. You must fill with correct grammar. The purpose of this questionnaire is to analyze the formula the utterences that using apology of TBI 8\textsuperscript{th} semester students in STAIN Salatiga according Cohen and Olshtain’s (1981:2) and Illknur Istifçi (2009:4) categorization.

**Situation 1.**

When you borrow a book from library, and you forget to return it and this day is the last, what do you say to her/him?

**Answer:** I am sorry, I will return it tomorrow.

**Situation 2.**

What do you say to your lecture when you’re late to her/his class?

**Answer:** I am sorry Mom. May I join your class?

**Situation 3**

When you teach your students, you give wrong explaination. What do you say?

**Answer:** I am sorry, I had given wrong explanation.

**Situation 4**

If you made a mistake to your parent, because of you lied to them, what will you say?

**Answer:** I am sorry.

**Situation 5**

If you are late in filling the KRS or planning study, then what will you say to the academic officer?
Answer: I am sorry.

Situation 6

What will you say to your close friend if you are forgetting his/her birthday?

Answer: I am sorry.

Situation 7

What will you say if you come late in a meeting with your friend to make assignment?

Answer: I am sorry, I come late because I had to wait my mother go home.

Situation 8

Your students are crowded in your class, you get angry from headmaster. What do you say?

Answer: I am sorry. I will punish my students.

Situation 9

What will you say to your lecturer when you are late in collecting your assignment?

Answer: I am sorry.

Situation 10

When you go to the canteen with your friend to buy dome drink and snack, suddenly you pour the drink on your friend’s cloth. What will you say?

Answer: I am sorry.
Thank you very much

Questionnaire of Apology

Name : Imam Arifin
Age : 22
Sex : Male

Please fill this questionnaire about apology. You must fill with correct grammar. The purpose of this questionnaire is to analyze the formula the utterences that using apology of TBI 8th semester students in STAIN Salatiga according Cohen and Olshtain’s (1981:2) and Illknur Istifçi (2009:4) categorization.

Situation 1.

When you borrow a book from library, and you forget to return it and this day is the last, what do you say to her/him?

Answer: I am sorry Sir. I will bring the book which I have lent tomorrow.

Situation 2.

What do you say to your lecture when you’re late to her/his class?

Answer: I am sorry Sir I come late in your class today. Can I join with this class?

Situation 3

When you teach your students, you give wrong explanation. What do you say?

Answer: I am sorry.
Situation 4

If you made a mistake to your parent, because of you lied to them, what will you say?

Answer: I am sorry Mom.

Situation 5

If you are late in filling the KRS or planning study, then what will you say to the academic officer?

Answer: I am sorry Sir. Could you help me to fill my KRS?

Situation 6

What will you say to your close friend if you are forgetting his/her birthday?

Answer: I am sorry. I will give you gift tomorrow although it is late.

Situation 7

What will you say if you come late in a meeting with your friend to make assignment?

Answer: I am sorry.

Situation 8

Your students are crowded in your class, you get angry from headmaster. What do you say?

Answer: I am sorry. I will make my students are quiet at time.

Situation 9
What will you say to your lecturer when you are late in collecting your assignment?

Answer: I am sorry. I promise, next time I will collect my assignment on time.

Situation 10

When you go to the canteen with your friend to buy some drink and snack, suddenly you pour the drink on your friend’s cloth. What will you say?

Answer: I am sorry. I have slipped on my feet, I will clean your cloth.

Thank you very much

Questionnaire of Apology

Name : Choirin Tria Kartika

Age : 22

Sex : Female

Please fill this questionnaire about apology. You must fill with correct grammar. The purpose of this questionnaire is to analyze the formula the utterances that using apology of TBI 8th semester students in STAIN Salatiga according Cohen and Olshtain’s (1981:2) and Illknur Istifçi (2009:4) categorization.

Situation 1.

When you borrow a book from library, and you forget to return it and this day is the last, what do you say to her/him?
Answer: I am sorry. I will bring the book tomorrow.

Situation 2.

What do you say to your lecture when you’re late to her/his class?

Answer: I am sorry Sir. I will not come late again.

Situation 3

When you teach your students, you give wrong explanation. What do you say?

Answer: I am sorry, It is my mistake.

Situation 4

If you made a mistake to your parent, because of you lied to them, what will you say?

Answer: I am sorry, I will not lie again.

Situation 5

If you are late in filling the KRS or planning study, then what will you say to the academic officer?

Answer: I am sorry. I am late to fill KRS because I had some trouble yesterday.

Situation 6

What will you say to your close friend if you are forgetting his/her birthday?

Answer: I am sorry.

Situation 7
What will you say if you come late in a meeting with your friend to make assignment?

Answer: I am sorry guys, I got traffic jam.

Situation 8

Your students are crowded in your class, you get angry from headmaster. What do you say?

Answer: I am sorry Sir.

Situation 9

What will you say to your lecturer when you are late in collecting your assignment?

Answer: I am sorry Mom,

Situation 10

When you go to the canteen with your friend to buy dome drink and snack, suddenly you pour the drink on your friend’s cloth. What will you say?

Answer: I am sorry. I will replace your cloth.

Thank you very much

Questionnaire of Apology

Name : Ainul Faudziah

Age : 22

Sex : Female
Please fill this questionnaire about apology. You must fill with correct grammar. The purpose of this questionnaire is to analyze the formula the utterances that using apology of TBI 8th semester students in STAIN Salatiga according Cohen and Olshtain’s (1981:2) and Illknur Istifçi (2009:4) categorization.

Situation 1.

When you borrow a book from library, and you forget to return it and this day is the last, what do you say to her/him?

Answer: I am sorry. Can I use the book for two days again?

Situation 2.

What do you say to your lecture when you’re late to her/his class?

Answer: I am sorry Mom. I promise to you, it is the last for me to come late in your class.

Situation 3

When you teach your students, you give wrong explanation. What do you say?

Answer: I am sorry. I have given you wrong explanation so, I will replace my explanation.

Situation 4

If you made a mistake to your parent, because of you lied to them, what will you say?

Answer: I am sorry.

Situation 5
If you are late in filling the KRS or planning study, then what will you say to the academic officer?

Answer: I am sorry, it is my fault. Can you permit me to fill planning study?

Situation 6

What will you say to your close friend if you are forgetting his/her birthday?

Answer: I am sorry, it is my fault forgetting your birthday. I will give special gift for you.

Situation 7

What will you say if you come late in a meeting with your friend to make assignment?

Answer: I am sorry guys.

Situation 8

Your students are crowded in your class, you get angry from headmaster. What do you say?

Answer: I am sorry Sir. It is my fault.

Situation 9

What will you say to your lecturer when you are late in collecting your assignment?

Answer: I am sorry Sir.

Situation 10
When you go to the canteen with your friend to buy dome drink and snack, suddenly you pour the drink on your friend’s cloth. What will you say?

Answer: I am sorry. I will clean your cloth.

Thank you very much