

**APOLOGIZING STRATEGIES OF ENGLISH USED BY THE THAI
EFL STUDENTS OF MORDINDAENG DEMONSTRATION
SCHOOL OF KHON KAEN UNIVERSITY
(SECONDARY SECTION SCHOOL)**

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Abstract

This research aims to describe how distance and power influence apologizing strategies used by students. It focuses on apologizing utterances showed by Thai EFL students of Mordindaeng demonstration school. The data are collected by using the DCT which consist of two main aspects: power and distance. In checking the data validity, this research involves expert judgment. The data are analyzed by using the apologizing strategy of Trosborg (1995). The result shows that when the speakers are close-higher, they tend to use the combination strategies of explicit acknowledgment, offer of repair, and expression of regret. When the speakers are familiar-higher, they tend to use the combination strategy of explicit acknowledgment and expression of regret. When the speakers are unfamiliar-higher and also unfamiliar-equal, they tend to use the combination strategy of expression of lack of intent, and expression of regret. When the speakers are close-equal and familiar-equal, they tend to use the combination strategy of explicit explanation and expression of regret. When the speakers are close-lower and familiar-lower, they tend to use offer of Repair and expression of regret. Meanwhile, when the speakers are unfamiliar-lower, they tend to use the combination strategy of expressing concern to the hearer, and expression of regret.

Keywords: Apologizing Strategies, Apology.

1. INTRODUCTION

An apology is a type of speech acts used by people during an interaction and is included in expressive speech act (Searle in Yule, 1996:53). By doing an apology, it means that the speaker has done something that makes the hearer feel offended. Meanwhile, an apology is an expression of regret (Trosborg, 1995:15). It is an effort to rebuild a good relationship between the speaker and the hearer. On the other hand, the way someone apologizes can indicate politeness. Politeness is a means used to show awareness of the other person's face (Brown and Levinson, 1987). The use of both politeness and apologizing strategies is very important. By considering the apologizing and politeness strategy, the speaker has a wider potential to protect the hearer's face and therefore maintain their relationship. Politeness and apology are both important to be learned by people in the world since it is related to other people.

Thailand is known for its people hospitality and politeness. It is shown by the way its people treat the foreigners in which they express their wants politely. They also put an apology as one of their manners. Considering the importance of apology in everyday interaction, an apology has reached the level of education since the researcher observes it as one of the material to be taught in school, especially in English subject. It is proved by its involvement in the school curriculum, in which apology is taught at the ninth grade. This phenomenon has led the

researcher's interest to pull it as an issue. It is about apologizing utterances spoken by the Thai EFL students and based on the researcher's observation as an internship-teacher in Mordindaeng demonstration school of Khon Kaen University.

Some previous researches in this field were also conducted as different studies. The first study was conducted by Rodiah (2017) which aimed to describe the apologizing strategies of utterances produced by the students of Muhammadiyah University of Surakarta and also the politeness strategies contained in it. It used DCT as the technique of collecting data. The study ended up with the result that (1) there are twenty types of apologizing strategies which are used by the students, including combination strategies. (2) there are three types of politeness strategies used by the students: bald on record (4%), positive politeness (64%), and negative politeness (32%). The second study was conducted by Ratnasari (2017) which aimed to find out the strategies used by the characters of "Stuart Little 2" in expressing apology, and how it was formally/grammatically realized. The study ended up with the result that (1) there are thirteen apologizing strategies used, namely: acknowledgement of responsibility, explicit acceptance of blame, expression of lack of intent, explanation or account, explicit explanation, explicit acknowledgement, offer of repair, expression of apology, expression concern of hearer, querying precondition, minimizing offense, expression of self-deficiency, and expression of regret. (2) there are five types of formal structure that considered by people in apologizing and mostly the formal pattern including types of declarative which give a statement. The differences of both previous study and the current research are seen from the research objectives, research object and also the research subject. However, this current research is categorized as parallel with those previous studies belonged to Rodiah (2017), and Ratnasari (2017).

This research aims at describing the influence of distance and power toward the use of apologizing strategies by students of Mordindaeng demonstration school. The case above has led the researcher to carry out the study entitled "Apologizing Strategies of English Used by the Thai EFL Students of Mordindaeng Demonstration School of Khon Kaen University (Secondary Section School)". In conducting the research, the theory of apologizing strategy by Trosborg (1995) is involved to analyze the data. There are 17 strategies proposed by Trosborg, namely: (ES) Evasive Strategy which consists of (M) minimizing, (QP) Querying preconditions, (B) blaming someone else; (AR) Acknowledgement of responsibility which consists of (IA) implicit acknowledgement, (EA) explicit acknowledgement, (LI) expression of lack of intent, (ES) expression of self-deficiency, (EE) expression of embarrassment, (AB) expression of acceptance of the blame; (E) Explanation or account which consists of (IX) implicit explanation, (EX) explicit explanation; (A) Expression of apology which consists of (ER) expression of regret, (OA) offer of apology, (RF) request for forgiveness; (CH) Expressing concern for the hearer; (PF) promise of forbearance; (OR) offer of repair.

2. RESEARCH METHOD

This research uses a descriptive qualitative method in which the object is apologizing strategies showed by the Thai EFL students of Mordindaeng demonstration school as a response towards the situation in DCT. The data are in the form of written utterances produced by students. The data source is categorized as a human informant. It is taken from two classes of the tenth-grade students of Mordindaeng demonstration school of Khon Kaen University, and are collected by using DCT (Discourse Completion Task) questionnaire. In checking the data validity, expert judgment is involved during the process of DCT making. The data are then analyzed by using the theory of Apologizing strategy by Trosborg (1995).

3. RESULTS

The research ends up with a description of the apologizing strategies used by students of Mordindaeng demonstration school of Khon Kaen University. There are two factors to be considered in using apologizing strategies: distance and power. Both are divided into three levels and then paired. Distance is categorized into close, familiar, and unfamiliar. Meanwhile, power is categorized into higher, equal, and lower. Those two aspects are considered by the researcher to make nine scenarios as follows:

Table 1. DCT Questionnaire

RELATION	SCENARIO
Close-Higher (DCT 1)	You are a parent. You have a daughter. You promise to buy her a birthday gift, but you forget about it.
Familiar-Higher (DCT 2)	You have a favorite café in the town. You come to the café almost every day, and you become familiar with the cashier. One day, you are tired and you come to the café. You want to order something but you're wrong in pronouncing it that the cashier has noted it. When you get what you ordered, it is not what you want. You get angry and check it to the cashier. Then you remembered that you are wrong in pronouncing it.
Unfamiliar-Higher (DCT 3)	Imagine if you are a monk, and you are in a crowded place, waiting for a bus. You bring a bag with you then you put it on the floor because you are tired. After 20 minutes waiting, the bus comes and you accidentally take the wrong bag. Someone follows you and claims that the bag is hers.
Close-Equal (DCT 4)	You have a best friend. He/she is in trouble and you are not there to help him/her because you have an important appointment with your boss.
Familiar-Equal (DCT 5)	You are a student. You go to school by bus and you meet another student that you are finally familiar to him. One day, you both get the same bus again and he sits beside you. Then you accidentally sleep in his shoulder because last night you didn't sleep well.
Unfamiliar-Equal (DCT 6)	You are on the bus. You don't get a seat because it is very crowded, and someone besides you whispered that you step on his foot.
Close-Lower (DCT 7)	You are a student. You break your teacher's stuff accidentally.
Familiar-Lower (DCT 8)	You are a child and you are playing football with your friends in front of your house. Then your ball accidentally hit your neighbor's window and it breaks into pieces.
Unfamiliar-Lower (DCT 9)	You are playing hide-and-seek with your friends. It is your turn to hide and you accidentally hit an old woman until she falls into the ground.

3.1 Apologizing Strategies Used by the Students

Based on the situation written in DCT above, the researcher found that there are 14 strategies used by the students, they are:

3.1.1 Minimizing (M)

In this strategy, the speaker only takes part in responsibility towards the error. The speaker tends to calm down the hearer by saying that the error is not a big deal or even something not to worry about. This strategy appears when the speakers are familiar-equal to the hearer.

DCT6/U-E/294/SK: "Oh.. wy? I.. I'm so sorry mate. I didn't see your foot there. I hope that it didn't hurt like hell. Hahahaha."

3.1.2 Implicit Acknowledgement (IA)

In this strategy, the speaker expresses the apology by confessing his or her error implicitly. This strategy appears when the speakers are unfamiliar-equal to the hearer.

DCT6/U-E/24/PP: “Oh my god! I’m very careless”

3.1.3. Explicit Explanation (EX)

In this strategy, the speaker expresses the apology by explaining explicitly the reason of why the error occurs. This strategy appears when the speakers are unfamiliar-higher and close-equal to the hearer.

DCT5/F-E/41/KW: “I’m sorry for I sleep in your shoulder because I didn’t sleep well last night. Don’t be angry, please.”

3.1.4 Expression of Regret (ER)

In this strategy, the speaker expresses an apology by showing his or her regret. This strategy appears in all nine situations: close-higher, familiar-higher, unfamiliar-higher, close-equal, familiar-equal, unfamiliar-equal, close-lower, familiar-lower, and unfamiliar-lower to the hearer.

DCT2/F-H/128/Ptra: “I’m sorry if I blame you for my mistake.”

3.1.5 Offer of Apology (OA)

In this strategy, the speaker expresses the apology by offering his or her apology to the hearer. This strategy appears only when the speakers are close-lower to the hearer.

DCT7/C-L/25/PP: “Oh teacher why today I’m very clumsy I want to apologize about that.”

3.1.6 Request for Forgiveness (RF)

In this strategy, the speaker expresses the apology by asking for the hearer’s forgiveness. This strategy appears when the speakers are close-equal to the hearer.

DCT4/C-E/40/KW: “I’m must apologize for I can’t go there to help you because I have appointment with my boss. Do forgive me.”

3.1.7 Expressing Concern for the Hearer (CH)

In this strategy, the speaker expresses the apology by showing sympathy to the hearer. The speaker tends to show that he/ she cares about the hearer condition after the speaker making error. This strategy appears when the speakers are close-lower to the hearer.

DCT9/U-L/9/JKV: “Are you hurt? I will help you. I’am really sorry. I didn’t mean that grandma. Are you ok? or you want to go to hospital, I will call my parents”

3.1.8 Promise of Forbearance (PF)

The speaker expresses the apology by promising not to do the offence again, or promising to improve his or her behavior. This strategy appears when the speakers are close-higher to the hearer.

DCT7/C-L/34/TY: “Teacher! I am very sorry. I’m so clumsy. Can I help you? You can tell me. And next time I will have more carefully.”

3.1.9 Offer of Repair (OR)

The speaker expresses the apology by repairing the error he or she has made. This strategy appears when the speakers are close-higher, familiar-higher to the hearer.

DCT8/F-L/224/JS: “We’re really sorry for this accident. Me and friend will buy a new mirror”

3.1.10 Explicit Acknowledgement (EA)

In this strategy, the speaker expresses the apology by confessing his or her error explicitly.

(DCT7/C-L/7/JKV): Excuse me... I have something to tell you but expect you will not be angry. Hm.. I confess that I broke your stuff by accident, really accident. You can punish me.

3.1.11 EA + ER (Combination 1)

This strategy combines two main strategies: Explicit acknowledgment and Expression of regret in an utterance.

(DCT1/C-H/1/JKV): Dear, I am so sorry to say that I forgot our promise. Could we start it again?

3.1.12 LI + ER (Combination 2)

This strategy combines Expression of lack of intent and Expression of regret in an utterance.

(DCT1/C-H/28/TY): My daughter! I’m so sorry I intend to buy to you, but I forget it in my office

3.1.13 RF + ER (Combination 3)

This strategy combines two main strategies: request for forgiveness and expression of regret.

(DCT1/C-H/46/DK): I am very sorry, darling. I hope you forgive me for this.

3.1.14 OR + ER (Combination 4)

This strategy combines two main strategies: offer of repair and expression of regret

(DCT1/C-H/172/KR): I’m so sorry my daughter. I will buy it for you now

3.1.15 OR + OA (Combination 5)

This strategy combines two main strategies: offer of repair and offer of apology.

(DCT1/C-H/343/NaP): Oh, my dear. I apologize, I will bought a special gift for you next time.

3.1.16 EX + ER (Combination 6)

This strategy combines two main strategies: explicit explanation and expression of regret.

(DCT2/F-H/353/KHi): Yesterday I tried from work. I sorry about the order.

3.1.17 EE + ER (Combination 7)

This strategy combines two main strategies: expression of embarrassment and expression of regret

(DCT2/F-H/38/KW): I'm sorry that I got angry at you yesterday. I feel ashamed by the way I acted

3.1.18 AB + ER (Combination 8)

This strategy combines two main strategies: acceptance of the blame and expression of regret.

(DCT2/F-H/155/PNN): Sorry for my wrong that I made to you. It is my mistake

3.1.19 M + ER (Combination 9)

This strategy combines two main strategies: minimizing and expression of regret.

(DCT3/U-H/165/VN): Hahaha. Sorry guy.

3.1.20 B + ER (Combination 10)

This strategy combines two main strategies: blaming someone else and expression of regret.

(DCT3/U-H/21/PP): I'm sorry because there are many people and my brain doesn't get oxygen enough.

3.1.21 OA + PF (Combination 11)

This strategy combines two main strategies: Offer of apology and promise of forbearance.

(DCT2/F-H/29/TY): I'm wrong. You're correct. I want to apologize about that I say and my behavior. Next time I will have concentrate and think carefully.

3.1.22 PF + ER (Combination 12)

This strategy combines two main strategies: promise of forbearance and expression of regret.

(DCT2/F-H/281/RC): I'm sorry, next time I will be cautious

3.1.23 RF + OR (Combination 13)

This strategy combines two main strategies: request for forgiveness and offer of repair.

(DCT2/F-H/65/B): I will say sorry and ask her can you forgive me? After that ask her to recommend me “what the drink that you think it delicious in this café that you have ever drunk before?” and buy her one.

3.1.24 CH + ER (Combination 14)

This strategy combines two main strategies: expressing concern to the hearer and expression or regret

(DCT3/U-H/273/Psu): Oh! I'm so sorry, are you OK?

3.1.25 EX + RF (Combination 15)

This strategy combines two main strategies: explicit explanation and request for forgiveness.

(DCT4/C-E/40/KW): I'm must apologize for I can't go there to help you because I have appointment with my boss. Do forgive me.

3.1.26 EX + OR (Combination 16)

This strategy combines two main strategies: explicit explanation and offer of repair

(DCT4/C-E/130/PTra): I didn't be there for you. I have an important meeting. I can take you for lunch if you arer free

3.1.27 EA + LI (Combination 17)

This strategy combines two main strategies: explicit acknowledgment and expression of lack of intent.

(DCT7/C-L/268/BJ): Teacher, I broke your stuff but I didn't mean to broke it. It's accident I'm sorry

3.1.28 EA + OR (Combination 18)

This strategy combines two main strategies: explicit acknowledgment and offer of repair.

(DCT7/C-L/133/PTra): It's my make that I break your stuff. I'll find another one for you.

3.1.29 LI + OA (Combination 19)

This strategy combines two main strategies: expression of lack of intent and offer of apology.

(DCT2/F-H/2/JKV) : I apologize for anger with you. It's my false. I'am just so tired and everything went wrong and I didn't mean this happened.

3.1.30 EA + OR + ER (Combination 20)

This strategy combines three main strategies: explicit acknowledgment, offer of repair, and expression of regret.

(DCT1/C-H/55/PT): I'm sorry honey. I forget your a birthday gift. I will buy a big gift tomorrow

3.1.31 EX + PF + ER (Combination 21)

This strategy combines three main strategies: explicit explanation, promise of forbearance, and expression of regret.

(DCT2/F-H/290/SK): Hey... I'm so sorry about that thing... you know.. I've been in bad mood since my last work.. it's not going to happen again.

3.1.32 EX + OR + ER (Combination 22)

This strategy combines three main strategies: explicit explanation, offer of repair, and expression of regret.

(DCT1/C-H/217/JS): Sorry baby. I'm busy all day. I will buy a birthday gift tomorrow.

3.1.33 LI + PF + ER (Combination 23)

This strategy combines three main strategies: expression of lack of intent, promise of forbearance, and expression of regret.

(DCT8/F-L/350/NaP): First I walk to my own house. I'm sorry, I don't intent to break the window. It's accident. I promise I will play football with my friend carefully.

3.1.34 AB + OR + ER (Combination 24)

This strategy combines three main strategies: acceptance of the blame, offer of repair, and expression of regret.

(DCT7/C-L/196/KH): That was my mistake. I'm sorry. I will buy the new one for you.

3.1.35 EA + AB + ER (Combination 25)

This strategy combines three main strategies: explicit acknowledgment, acceptance of the blame, and expression of regret.

(DCT7/C-L/295/SK): I'm sorry. I know that I broke your stuff.. I'm not going to lie you... because lying is bad right? So.. I accept the punishment..

3.1.36 EA + LI + ER (Combination 26)

This strategy combines three main strategies: explicit acknowledgment, expression of lack of intent, and expression of regret.

(DCT8/F-L/98/PS): I'm sorry, sir. I broke yor window. I don't intent.

3.1.37 LI + OR + ER (Combination 27)

This strategy combines three main strategies: expression of lack of intent, offer of repair, and expression of regret.

(DCT1/C-H/136/PN): I'm really sorry. I didn't mean to forget your gift. I'll bring you to the convenient store for bought you what you want this weekend, okay?

3.1.38 PF + RF +ER (Combination 28)

This strategy combines three main strategies: promise of forbearance, request for forgiveness, and expression of regret.

(DCT2/F-H/173/KR): I'm really sorry. I just tired. Please forgive me. I promise it won't happen next time

3.1.39 CH + EX + ER (Combination 29)

This strategy combines three main strategies:expressing concern to the hearer, explicit explanation, and expression of regret.

(DCT4/C-E/85/NS): Are you fine? I'm sorry for could not help you, I had important appointment with my boss

3.1.40 CH + EA + ER (Combination 30)

This strategy combines three main strategies: expressing concern to the hearer, axplicit acknowledgment, and expression of regret.

(DCT9/U-L/180/KR): I'm sorry grandma. let me help you. I didn't look araound. Let's go I'll bring you back home

3.1.41 CH+PF+ER (Combination 31)

This strategy combines three main strategies: expressing concern to the hearer, promise of forbearance, and expression of regret.

(DCT4/C-E/292/SK): Hey.. hey bro. are you ok bro? I'm so sorry that I didn't help you last time. Sorry bro I hope you forgive me, bro?

3.1.42 CH + LI + ER(Combination 32)

This strategy combines three main strategies: expressing concern to the hearer, expression of lack of intent, and expression of regret.

(DCT6/U-E/267/BJ): Oh! Sorry sir. Are you hurt? I didn't mean to step on your foot. I'm sorry.

3.1.43 CH + OR + EX + ER (Combination 33)

This strategy combines four main strategies: expressing concern to the hearer, offer of repair, explicit explanation, and expression of regret.

(DCT5/F-E/329/Psa): Sorry, do you get hurt on the shoulder? Oh, I'm so tired because I have time to sleep about 3 hours. If your shoulder is hurt. Please tell and I will go to buy the medicine for you

3.1.44 OR + LI + ER (Combination 34)

This strategy combines four main strategies: offer of repair, expression of lack of intent, request for forgiveness, and expression of regret.

(DCT8/F-L/179/KR): I'm sorry. It's the accident It's my fault. Please forgive me. I didn't want it to happen. What do you want for apologize? I'll do it for you.

Overall, 44 strategies are found as strategies to apologize used by the students of Mordindaeng demonstration school of Khon Kaen University (secondary section school).

4. ANALYSIS AND DISCUSSION

Following the result of this research, those 44 apologizing strategies are used in 9 DCT which are spread in the table below:

Table 3.1.1 The Use of Apologizing Strategies in DCT

	DCT1 (C-H)	DCT 2 (F-H)	DCT 3 (U-H)	DCT 4 (C-E)	DCT 5 (F-E)	DCT 6 (U-E)	DCT 7 (C-L)	DCT 8 (F-L)	DCT 9 (U-L)
ER	2.5%	15%	15%	7.5%	12.5%	17.5%	2.5%	5%	2.5%
PF	2.5%								
OR	7.5%	2.5%					2.5%		
EX			2.5%	2.5%					
RF				5%					
OA							5%		
EA							2.5%		
IA						2.5%			
CH							2.5%		
M					2.5%				
C1	5%	25%			2.5%		10%	2.5%	
C2	5%		22.5%		22.5%	30%	17.5%	12.5%	12.5%
C3	7.5%		2.5%						
C4	22.5%	5%		5%			22.5%	27.5%	2.5%
C5	2.5%								
C6		17.5%	10%	30%	47.5%				2.5%
C7		2.5%	5%			5%	5%		
C8		7.5%	17.5%					7.5%	
C9			2.5%			2.5%			
C10			2.5%			12.5%			
C11		2.5%							
C12		2.5%	7.5%			5%	5%	5%	

	DCT1 (C-H)	DCT 2 (F-H)	DCT 3 (U-H)	DCT 4 (C-E)	DCT 5 (F-E)	DCT 6 (U-E)	DCT 7 (C-L)	DCT 8 (F-L)	DCT 9 (U-L)
C13		2.5%							
C14			2.5%	2.5%		10%			47.5%
C15				2.5%					
C16				5%					
C17							2.5%		
C18							2.5%		
C19		2.5%				2.5%			
C20	27.5%								
C21		2.5%		7.5%	2.5%				
C22	2.5%			15%	2.5%				
C23								5%	
C24							2.5%		
C25							5%		
C26								2.5%	
C27	2.5%						5%	12.5%	
C28		2.5%							
C29				2.5%					
C30									2.5%
C31				5%					
C32						7.5%			17.5%
C33					2.5%				
C34								2.5%	
NBA	12.5%	10%	10%	10%	5%	5%	7.5%	17.5%	12.5%

Among those 44 strategies used by the students, there are 6 strategies becoming the students' tendencies in apologizing. The tendency is then analyzed to draw the pattern of how distance and power influence the students of Mordindaeng demonstration school in using apologizing strategy.

4.1 The Influence of Distance and Power

The influence of distance and power has led the students to choose different strategies in apology. It is proved by the various tendency used in DCT. However, the researcher draws a pattern of the influence of distance and power toward apologizing strategies used by students of Mordindaeng demonstration school.

Table 3.2.1 The Influence of Distance and Power toward Apologizing Strategies

DCT	DISTANCE	POWER	TENDENCY OF THE USE OF APOLOGIZING STRATEGIES
1	Close	Higher	Explicit Acknowledgment + Offer of repair + Expression of regret (combination 20)
2	Familiar	Higher	Explicit Acknowledgement +

DCT	DISTANCE	POWER	TENDENCY OF THE USE OF APOLOGIZING STRATEGIES
			Expression of Regret (Combination 1)
3	Unfamiliar	Higher	Expression of Lack of Intent + Expression of Regret (Combination 2)
4	Close	Equal	Explicit Explanation + Expression of Regret (Combination 6)
5	Familiar	Equal	Explicit Explanation + Expression of Regret (Combination 6)
6	Unfamiliar	Equal	Expression of Lack of Intent + Expression of Regret (Combination 2)
7	Close	Lower	Offer of Repair + Expression of Regret (Combination 4)
8	Familiar	Lower	Offer of Repair + Expression of Regret (Combination 4)
9	Unfamiliar	Lower	Expressing Concern for the Hearer + Expression of Regret (Combination 14)

Based on the table above, when the speakers are close-higher, they tend to use the combination strategies of explicit acknowledgment, offer of repair, and expression of regret. When the speakers are familiar-higher, they tend to use the combination strategy of explicit acknowledgment and expression of regret. When the speakers are unfamiliar-higher and also unfamiliar-equal, they tend to use the combination strategy of expression of lack of intent, and expression of regret. When the speakers are close-equal and familiar-equal, they tend to use the combination strategy of explicit explanation and expression of regret. When the speakers are close-lower and familiar-lower, they tend to use offer of Repair and expression of regret. Meanwhile, when the speakers are unfamiliar-lower, they tend to use the combination strategy of expressing concern to the hearer, and expression of regret

Compared to the first previous study, Rodiah (2017) found that (1) there are twenty types of apologizing strategies which are used by the students of Muhammadiyah University of Surakarta, including combination strategies. (2) there are three types of politeness strategies used by the students: bald on record (4%), positive politeness (64%), and negative politeness (32%). Meanwhile, compared to the second study, Ratnasari (2017) found that (1) there are thirteen apologizing strategies used, namely: acknowledgement of responsibility, explicit acceptance of blame, expression of lack of intent, explanation or account, explicit explanation, explicit acknowledgement, offer of repair, expression of apology, expression concern of hearer, querying precondition, minimizing offense, expression of self-deficiency, and expression of regret. (2) there are five types of formal structure that considered by people in apologizing and mostly the formal pattern including types of declarative which give a statement.

5. CONCLUSION AND SUGGESTION

Conclusion

From 17 strategies proposed by Trosborg (1995), there are 44 strategies which are used by the students. Ten of them are the main strategies, while 34 of them are combination strategies. It means that the students have used very various strategies in apologizing to someone else. The various strategies are influenced by distance and power mentioned in the DCT. Hence, in reality, the use of apologizing strategies are more various rather than the 17 strategies mentioned by Trosborg (1995).

Suggestion

Based on the conclusion above, the researcher proposes some suggestions as follows:

- a. Students are hoped to improve their sensitivity in placing themselves in such a situation by considering the relationship between them and the hearer
- b. Any further researcher is suggested to involve more respondents since this researcher takes only 40 students as respondent, add the relative imposition in DCT making to reach more absolute research, and compare the strategies used between students of two different schools and even different countries.
- c. The teacher and the Head of Mordindaeng demonstration school may improve the students' pragmatic competence.

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