CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the investigation steps that has described in chapter 3, which consist of two uses. First, is to answer the kinds of apologizing strategies as conversations by English Department students. Afterwards, the writer would like to present the possible purpose of apologizing strategies based on conversation the English Department students.
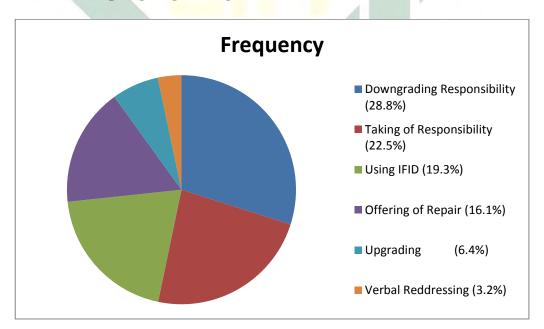
4.1 Findings

After analyzing the apologizing utterances from the conversations, the writer finds 30 utterances that show apologizing strategies and then the writer identifying the data in apologizing strategies, the writer puts the data into the table of frequency so that the writer can count the number of apologizing strategies that are mostly used by the English Department students. The writer tries to find out which strategy that is mostly used by the speaker in apologizing.

4.1 Table of Apologizing Strategies

NO	APOLOGIZING STRATEGIES	Utterances
1	**Using IFID**	1. Sorry for bothering your time 2. Eh sorry
2	**Upgrading**	1.Oh I'm so sorry 2. I'm so sorry
3.	**Taking of responsibility** 3.1 Self blame 3.2 Lacking of intent 3.3 Admission of fact	 1. Hendry , I don't have any intention 2. I'm sorry I'm spill the water into your Paper, I don' mean it 1. Sorry deci I forget to look for a chair for you. 2. Oh yes yeah (smilling)

4	**Downgrading** 4.1 Excusing 4.2 Justification 4.3 Problematizing a precondition 4.4 Claiming Ignorance 4.5 Denial	1. Oh ya, I turn off my mobile phone, I have to turn off when I sleep. Sorry 2. Eka sorry because I had experience. There were viruses injected in my laptop. 1. I have blurted out 2. Loh, I already gave it 1. Loh someone call me 1. Have I ever sent wrong sms to you? 2. But I know that I didn't do it
5	**Offering of Repair**	1. To clean this 2.Oh my god mak , I don't bring it , I put it on my other bags , I'll send it by email
6	**Verbal Redress** 6.1 Concern for offended party 6.2 Effort to appease 6.3 Promise or forbearance	1. No, no bro I'm was just joking

4.1.1 KINDS of Apologizing Strategies

From the table above the writer finds that the English Department students of State Islamic University of Sunan Ampel use almost all apologizing strategies

in apologizing. The writer does not find sub strategies in apologizing such as self blaming, claiming ignorance, concern for offended party, and promise forbearance in the English Department Students. After identifying and putting the data into the table frequency in apologizing, the writer classifies the data in apologizing based on Bergman and Kesper (1993).

The writer classifies nineteen data in apologizing based on Bergman and Kesper' theory (1993) proposes six kinds of apologizing strategies.

4.1.1.1 Using IFID (Illocutionary Force Indicating Device)

IFID (Illocutionary Force Indicating Device) is a formulating routine expression that is used by the speaker to express his or her guilty after doing the offense in Using IFID, the speaker is specifying the force of an apologizing by giving explicit apologizing for instance "I'm sorry" or "I apologize". The writer finds the conversation that relates to use "IFID".

Dialogue 1: (1:11)
Hendry : Oh Della will go to campus tomorrow, would you like to help me to do registration?
Della : No problem, give me your KTM.
Fadilah : Need photo?
*Hendry : Hah? No. **Sorry for bothering your time.***
Della : It's okay

In the conversation above Hendry, Fadilah, and Della want to join seminar but there is a problem that Hendry and Fadilah are not going to campus later that day. Therefore Hendry asks Della to get enlisted for seminar. Della agrees that she will

do a favor for seminar registration. Hendry prefers to end the conversation by saying "Sorry for bothering your time" because Hendry feels guilty for bothering Della's time. Hendry shows her feeling by giving formulaic routine expression to show her feeling by uttering the word apologizing explicitly "Sorry". The word "sorry" includes in using IFID Strategy because Hendry's statement is clear and unambiguous that she feels guilty for bothering Della's time.

The apologizing occurs not only in the conversation but also in some acts that is done by someone. The writer finds some apologizing occur because of the act that offend someone. It can be seen below:

> *Dialogue 2: (8:26)*
> *Lindy: by the way yesterday I and Della found stiletto at TP and we tried to wear stiletto.Oh my god it was so difficult. Pas kita pakek sepatunya,*
> *we can't walk saking tinggi ee mennn.*
> *Firda : I wear high heels which the heels are 5 centimeters, even I already took it*
> *But I feel this (with her hand she shows the position of her foot after wearing high heels)*
> *Della: iya, people who are used to wearing high heels then they take them off they will walk with apa sih jinjit. It is because of their habits*
> *Lindy: I am not used to wearing high heels shoes*
> *Firda: he'em same as me*
> *Della: **eh sorry.** (Della's laptop touch Firda's mobile phone)*

In the second analysis, Della apologizes for the offense that she has done to Firda. She apologizes to Firda because her laptop touches Firda's Mobile phone. Della utters "eh sorry" to show that she feels guilty because of the act. Della's statement is clear and explicit by using the word "sorry" includes in Using IFID Strategy because she shows her guilty feeling.

4.1.1.2 Upgrading

The speaker admits the offense that she or he has done by uttering the common formula such as "sorry", the speaker wants to increase the apologetic force by using the word such as "terribly", " really", and so on. In the second strategy, the writer finds two conversations that relates to upgrader.

Dialogue 3: (14:14)

Della: hey, why it doesn't work?
Firda: I don't know, I have shut it down as usual
Della: how it could be
Firda: <u>oh, I'm so sorry</u>

In the conversation above, Firda borrows Della's laptop to copy the data. After copying the data Firda returns the laptop to Della, when Della wants to use her laptop, her laptop cannot work well. Della's laptop cannot be used anymore, it does not work well, and it is broken. Della asks Firda about her laptop why it cannot be used. Firda tries to give an explanation that she shuts down the laptop. When Firda knows Della's reaction, Della feels guilty about that what she has done. Firda utters her guilty by saying "I'm so sorry". Firda explicitly apologizes to Della because of the offense by uttering "sorry" and Firda also adds the word "so" to increase the apologetic force. Firda adds the word "so" to show that Firda feels so guilty with the offense that she has done to Della. The sentence "I'm so sorry" includes in Upgrading Strategy because in here Firda tries to emphasize her apologizing by adding the word "so ". Firda wants to show to Della that Firda feels guilty .The word "so" intends to increase the apologetic force.

Dialogue 4: (16:10)

Anas: For that one, yeah I'm really disappointed. But it's okay.

Duhan: <u>I'm so sorry</u> bro, it is beyond my expectation.

In the second conversation above, Duhan apologizes to Anas because he cannot fulfill his promise to go hang out together with Anas on Monday because of something, Duhan cannot fulfill his promise because he should do his thesis with his friends. Therefore Duhan apologizes to Anas explicitly by uttering "I'm so sorry" to show his feeling that he feels guilty because of the offense that he has done to Anas.

The sentence "I'm so sorry" includes in Upgrading Strategy because Duhan emphasizes his apologizing by adding the word "so" to show that Duhan really feels guilty because he cannot accompany Anas to hang out together.

4.1.1.3 Taking on Responsibility

The speaker recognizes the offense that she or he has done to the hearer. Therefore the speaker admits the offense by taking the responsibility of the offense. There are three sub strategies in taking on responsibility.

4.1.1.3.1 Lacking of Intent

The speaker admits the offense that she or he has done. Therefore the speaker tries to explain to the hearer that she or he does not have any intention to do the offense. The writer finds two data that relates to the second sub strategy:

Dialogue 5: (1:25)

Hendry   : <u>I'm sorry I spill the water into your paper, I don't mean it</u>
Della   : never mind, I have the copy

In the dialogue above, Hendry utters "I'm sorry I spill the water into your paper, I don't mean it" to apologize to Della because she has spilled the water on Della's paper.

Hendry apologizes to Della and adds her apologizing with the sentence "I don't mean it ". It is done to show Della that Hendry does not have any intention to spill the water on Della's paper. The sentence "I don't mean it", includes in Lacking of Intent Strategy because Hendry tries to explain to Della that the incident is not on purpose. Hendry does not intent to spill the water on Della's paper. Therefore, Hendry apologizes to Della by uttering "I don't mean it". The utterance represents that she does not mean to spill the water on Della's paper.

Dialogue 6: (3:19)
Lindy : *Hungry……*
Hendry : *Go to eat*
Lindy : *(Take out bread from her bag) Hendry **I do not have any intention***
Hendry : *Does not matter, I do not have desire to eat.*

The dialogue above happens on Monday. Hendry is fasting and Lindy says to Hendry that she is hungry. Hendry advises Lindy to go eating. Then, Lindy takes out bread from her bag. Lindy knows that Hendry is fasting so she utters "Hendry, I do not have any intention". The sentence "I do not have any intention" includes in Lacking of Intent Strategy because in Lindy's utterances, she tries to explain to Hendry that she does not have any intention to disturb Hendry's condition because Hendry is fasting. Lindy apologizes to Hendry by explaining that there is no intention to take in the offense. Lindy explains that she does not have intention to tempt Hendry to eat. Therefore, before lindy eats the bread, she apologizes to Hendry that no intention in her offense.

4.1.1.3.2 Admission of Fact

In the third sub strategy, the speaker admits her or his offense that she or he has one to the hearer. In this strategy the speaker tries to tell the truth about the offense that she or he has done. In this third sub strategy the writer finds some data that relate to this strategy. For example:

Dialogue 7: (2:10)

Deci : *Where do you sit?*
Della : *Here deci, loh iya I forget to look for a chair for you. You sit*

  here
Deci : *Where does lindy sit?*
Della : *Lindy, sit here,* <u>*sorry Deci I forgot to look for a chair for you.*</u>

In the dialogue above, Deci comes late to the canteen (Magha), then she tries to find chair by asking Della about the available chair.Della forgets to reserve a chair for Deci, so to express her regret; she apologizes to Deci because Della forgets to reserve a chair for Deci.

The sentence "sorry Deci I forgot to look for a chair for you" includes in Admission of Fact Strategy because Della realizes her fault by admitting her fault by telling the truth to Deci that she forgets to reserve a chair for Deci. Della expresses her feeling of guilty by admitting her fault and tells Deci the truth in order to Deci can forgive her.

In the third sub strategy, sometimes when the speaker apologizes to the hearer, the speaker not only utters long statement with face expression to admit her or his fault. In this third sub strategy the writer finds some data that show the

speaker admits their offense by short statement and the expression of face. The example can be seen below:

Dialogue 8: (5:14)
Deci   : *eh, do you join adab fashion week with Arzhety?*
Fadilah   : *No, I do not. How many times do you ask the same thing Deci?*
Deci   : <u>*oh, yes yes (smiling)*</u>

Deci asks to Fadillah about Adab Fashion Week, from the dialogue above, the readers can infer that Deci has asked Fadillah about Adab Fashion Week for many times. Fadillah tries to remind Deci that she has asked about Adab Fashion week for many times. Deci realizes that she has disturbed Fadillah with her question about Adab Fashion Week. Therefore, she tries to apologize by admitting her offense. Deci utters "oh yes yes "then she smiles. Deci's utterances "oh yes, yes" with smile expression includes in Admission of Fact Strategy because it indicates that Deci admits that her question has disturb Fadillah and it causes an offense to Fadillah. Deci admits has mistake for asking Fadillah about Adab Fashion Week for many times. Deci also smiles to Fadillah in order to show the condition because of the offense.

4.1.1.4 Downgrading Responsibility or Severity of Offense

The speaker tries to downgrade the responsibility of the offense that she or he has done by uttering an utterance that reduces speaker's accountability for the offense, therefore the utterance can reduce severity of offense. There are five types of downgrading responsibility. They are.

4.1.1.4.1 Excusing

The speaker tries to look for a reason that can support his or her apologizing to the hearer so that the hearer can forgive his or her offense.

The speaker tries explaining the condition that she or he faces in order to reduce the severity of the offense. In this first sub strategy, the writer finds some data that relate to the strategy. Here are the data:

Dialogue 9: (5:22)
Deci   : yesterday I sent sms to you but you did not replay
*Fadillah : oh iya, **I'm turn off my mobile phone. I have to turn off my mobile***
*   **phone when I sleep. Sorry***

Fadillah tries to explain why she does not replay Deci's message. Deci complains to Fadillah that she sends a message to Fadillah but does not reply her messages. Fadillah apologizes to Deci by giving explanation that she always turns off her mobile phone. The sentence "I'm turn off my mobile phone, I have to turn off my mobile phone when I sleep, sorry" includes in Excusing Strategy because Fadillah tries to explain her condition that she sleeps and she has to turn off her mobile phone in order not to bother her when she slept. Fadillah tries to find excuse in order to Deci does not get mad because of the offense that Fadillah has done so that Deci can forgive her.

Dialogue 10: (6:41)

Eka   : I'll copy it now. Mar'ah I borrow your laptop for copy this file
Mar'atus   : Ok, eh by the way Della, is there virus
Della   : I don't know, maybe nothing. Eh gak tau she.hehe
Mar'atus   : Sorry ya mak, emhh sepurane banget.
Eka   : Why
Mar'atus   : Because in this laptop there is not antivirus.
Eka   : Ok, no problem, emmh Della yg canti, baik hati dan rajin menabung, hahha
*   You can send that file by email to me?*
Della   : Oh. It's oke, mak.

> *Eka*   *: Thank you bebh*
> *Mar'atus*   *: Sorry ya mak, sorry because I had experience there were virus*
> *Injected in my laptop.*

Eka wants to borrow Mar'atus Laptop for copying the data from Della's FD, Mar'atus is unsure to transfer the data from Della's flash disc through her Laptop so she asked Della about the virus. Della answers that she does not know whether there is virus or not. Then, Mar'atus rejects to transfer the data through her Laptop. Mar'atus apologizes to Eka by uttering "Sorry ya mak, sorry because I had experience there are virus injected in my laptop". The word "sorry" to express her regret because she cannot fulfill Eka that want to transfer the data. "Sorry ya mak, sorry because I had experience there are virus injected in my laptop" includes in Excusing Strategy because after apologizing to Eka, Mar'atus tries give explanation about why she cannot transfer the data from Della's flash disc through her laptop. Mar'atus explains that she has experience that her laptop is injected by virus when she wants to transfer data from flash disc with her laptop. Mar'atus tries to find the excuse is in order to Eka forgives the offense that she is done. The excuse is given by Mar'atus in order to reduce the severity of the offense that she is done.

4.1.1.4.2 Justification

The speaker provides an argument to persuade the hearer that no blame can be attached to him or her. The speaker's argument is used to persuade the hearer that the speaker cannot be blamed because of the offense. In this second sub strategy the writer finds some data in apologizing. Here are the data:

Dialogue 11: (12:25)
Deci   : Loh the copy of eka's KTM is gone
Fadillah : Eka has given it to you Hendry. Hasn't she?
*Hendry : **Loh, I already gave it***

Deci, Fadillah, Hendry, Eka and Della want to join Seminar and they want to register the seminar registration. Eka cannot join Deci, Fadillah, and Hendry to register the Seminar registration. Della gives her student card to Hendry. When they collect the requirements for seminar registration, they lose the Eka's copy student card, they try to find it, Fadillah try to remind Hendry that the Eka's copy student card is given to Hendry. Hendry tries justifying that she has given Eka's student card to Fadillah. Hendry explains that she has given the copy of Eka's student card by uttering "loh, I already gave it". The sentence "loh, I already gave it" includes in Justification Strategy because in here, Hendry tries to persuade the hearer that no offense can be blamed to Hendry because she is given the copy of Eka's student card.

Dialogue 12: (10:11)
Hendry : Oh iya, yesterday. Aku ketemu with kaprodi. I ask to him for   the
*   test, he said that during test not only baca al-Qur'an, but hafalan*
*   Surat pendek juga. Then I said to him "yahh, kalo baca and*
*   tajwidnya sih it's oke pak. Tapi kalo maknanya oh my god I'm*
afraid
*   I can't "*
Fadilah : Oh my god, you shouldn't tell him
*Hendry : **I have blurted out.***

Hendry says that she asks to the head of department about reading Quran's test. The head of department says that the reading Quran's test is not only reading holly Qur'an but also memorizing some prays and short *Surah*. Hendry says to the head of department that she does not already learn all the materials. Here, Fadillah does not accept Hendry's point of view about the reading Quran's test that Hendry

is not already that the test with memorizing some prays and short *Surah*. Then Hendry tries to explain to Fadillah she blurts out. She utters "I have blurted out". The sentence "I have blurted out" includes in Justification Strategy because in this case, Hendry wants to explain to Fadillah she cannot be blamed because she blurts out. Hendry wants to prove to Fadillah that she cannot be blamed by giving a reason, when people blurt out about something, they are unconscious therefore Fadillah cannot blamed Hendry about what she says to the head of department.

4.1.1.4.3 Problematizing a Precondition

The speaker uses certain condition or situation as a reason to avoid the responsibility. The speaker tries to evade the offense by giving a reason about the situation or condition that is not supposed to be. It is done by the speaker to reduce the offense. The writer finds one data that relates to this sub strategy:

> *Dialogue 14: (12:12)*
> *Lindy   : They are very noisy*
> *Fadillah   : Let them being noisy. Hendry you only sit and call*
> *Firda   : Loh, **someone calls me***

Fadillah tries to mock Hendry because she and other friends are confused with Seminar registration but Firda only sits and on the phone with someone. Fadillah complains to Firda's activity. Here, Firda tries to defense herself by uttering "loh, someone calls me ". Here Firda explains to Fadillah that she cannot be blamed because someone calls her. The sentence "someone calls me "includes in Problematizing a Precondition Strategy because Firda tries to make the situation as a reason why she cannot help the other friends in seminar registration.

Firda convinces Fadillah has important call so that she prefers to answer the phone.

4.1.1.4.4 Denial

The speaker denies that an offense occurs in the interaction. The speaker denies the offense that she or he has done to the hearer so the speaker tries to evade the responsibility. The writer finds two data that relate to this sub strategy. They are:

> *Dialogue 15: (5:16)*
> *Fadillah: Della joins adab fashion week. Oh ya Hendry you always send*
> *Sms to the wrong number*
> *Hendry:* **have I ever sent wrong sms to you?**
> *Fadillah: yes twice, and you have ever sent wrong sms to lindy kan?*

In the first dialogue above, Fadillah complains to Hendry that Hendry always sends wrong message to Fadillah. It can be inferred that Hendry's wrong message is annoying Fadillah so she tries to complain to Hendry. After hearing Fadillah's complain, Hendry tries to evade the offense that she has done. Hendry denies that she always sends wrong message to Fadillah. Hendry utters "have I ever sent wrong sms to you?". The sentence "have I ever sent wrong sms to you?" includes in Denial Strategy because Hendry's utterance indicates that Hendry tries to deny to offense by pretending that she does not know that she always sends wrong message to Fadillah.

> *Dialogue 16: (13:8)*
> *Deci   : Heh beb Faillah this is your book that I borrowed yesterday.*
> *Thank*
> *you very much.*
> *Fadillah : Okey, no problem. Hey you tear the last page.*
> *Deci   : What? Is it right?*

Fadillah : Yes, when I lent it to you it is good condition bebh.
Deci   : Are you sure, it is my fault beb?
Fadillah: Yes of course. I always take care of my book, aku gak pernah sembarangan juga naruh buku itu bebh.
*Deci   : **But I know that I didn't do it. So what should I do?***

In the second dialogue, Deci borrows Fadillah's book then when Deci returns the book, Fadillah complains to Deci about the book because when Deci returns the book it is not good condition. There is a page that is torn. Actually Deci does not realize that there is a page that is torn. Fadiilah blames Deci about her mistake but Deci tries to deny it because she believes that it is not her fault. Deci utters "but I know that I didn't do it". The sentence "but I know that I didn't do it" includes in Denial Strategy because in her utterances Deci tries to convince Fadillah that she does not tear the last page of Fadillah's book. Deci tries to explain that when she borrows the book she does not know whether the page has torn or not, Deci denies the offense that she has done.

4.1.1.5 Offering of Repair

The speaker offers to repair the damage because of the offense that is done by the speaker. The speaker offers to remedy the damage by restoring the damage. The speaker admits the offense that she or he has done. The speaker feels guilty so that she or he tries to offer to remedy the offense that he or she has done. The writer finds the data relates to offer repairs strategy. The data can be seen bellow:

Dialogue 17: (1:23)
Hendry : Put it here
 (Hendry spills a glass of water into Della's chair.)
Hendry : Della, do you have tissue?
Della   : Yes, take it, for what?
*Hendry : **To clean this***
Della   : O, here you are, take it

Hendry and Della have a chat in the classroom then suddenly Hendry spills a glass of mineral water that she puts on Della's desk. In this condition, Della does not know that Hendry spills a glass of mineral water or her desk. In this dialogue, the writer presumes that Hendry intends to repair her mistake that she has done that it can be seen from Hendry's utterance "To clean this".The sentence "to clean this" includes in Offering of Repair Strategy because it indicates that Hendry wants to clean the water that she spills on Della's desk. Hendry tries to repair the offense that she has done in order to restore the relationship.

Dialogue 18: (6:18)

Eka : *He'em, I'll copy now, bawa FD a kalian?*
Mar'atus : *Maybe yes, oh maybe I bring it wait a minute, I'll check it. Oh my*
 god I don't bring my FD I put it on my other bags, I'll send it by
 email, okay?

In the second dialogue, Eka wants to copy file from Mar'atus FD. Mar'atus is not sure that she brings the FD. She checks the FD in her bag but unfortunately she does not find the note in her bag. Mar'atus tells Eka that she does not bring the note because she puts it on her other bags. Mar'atus tries to remedy her mistake by offering that the file will be sent by email. Mar'atus utters "I'll send it by email. Okay?" The sentence "I'll send it by email. Okay" includes in Offering of Repair Strategy because Mar'atus's utterances indicates that she feels guilty because she does not bring the note, therefore she wants to repair her offense by sending the file to Eka in email.

4.1.1.6 Verbal Redressing

There are several types in verbal redress: concern for offended party, effort to appease, promise or forbearance.

4.1.1.6.1 Efforts to Appease

Efforts to appease are the situation where the speaker tries to appease the hearer's condition because of the offense. The writer finds one data that relates to this strategy:

> *Dialogue 19: (15:9)*
> *Anas   : Hadoh, oh no, my thesis revise again and again bro, masih bab 1 loh,*
>
> *hadeh*
> *Duhan : hahaha, I think it seems you have to revise it like to get it right.*
> *Anas   : Heh, na'udzubillah bro, what you mean?*
> *Duhan:* **no, no I'm just joking**

Anas told Duhan that he revises again; Anas seems very hopeless because he revises his thesis again. Anas is so disappointed with the result. Duhan tries to make a joke by asking Anas to revise for five times. Duhan's utterance seems insult Anas's condition. Anas do not accept Duhan's advice. Duhan realizes that his utterance insults Anas, therefore he tries to show the situation by uttering "no, no I'm just joking". The sentence "no, no I'm just joking " includes in Effort to Appease Strategy because Duhan convinces Anas that his utterance just for fun only a joke, Duhan tells Anas that he is not serious with his utterance.

The writer finds that the apologizing strategies that are mostly used by the students are downgrading responsibility or severity of offense. The writer concludes that the students are easy to downgrade responsibility of the offense

because of their relationship. The students have close relationship among each other. The relationship helps the students downgrade the responsibility, and on the other hand, the offenses that they have done are categorized as not serious ones. Therefore, the students are easy to downgrade the responsibility of the offense. And then, the writer tries to explain the possible purpose in the conversation by English Department students of the apologizing strategies based on Bergman and Kesper theory.

4.1.2 The Possible Purpose of apologizing strategies

The writer explains the possible purpose of apologizing strategies in the conversation by the English Department students of state Islamic University Sunan Ampel. As stated in the scope and limitation that all the data only selects in apologizing strategy that occur in English Department students. In addition, all of the possible purposes below based on the utterances by English Department students. From the table above, the writer finds that English Department students use various kinds of apologizing strategies in apologizing to their friends. The writer classifies the data in apologizing based on Bergman and Keeper's theory (1993) in apologizing. The writer finds various data that relate to the apologizing strategies based on Bergman and Kesper (1993).

4.1.2.1 The Possible Purpose of Using IFID

In the first strategy, the writer finds six data in apologizing that are used by the English department students. The students express their feeling of regret explicitly by uttering "sorry". In the data, the writer finds examples such as "sorry

for bothering your time", "eh sorry". The students want to show that they feel guilty with the offense that the students have done. The offense that is done by the students is easily to utter "sorry" because the offense is not too serious. For instance, in the first dialogue above "sorry for bothering your time" the offense is not too serious because the students do not damage something.

The offense is about the time that can be forgiven. In the second dialogue "eh sorry", the offense is not too serious either. Della's laptop touches Farad's mobile phone and it does not influence Farad's mobile phone. The mobile phone is still in a good condition. The students are easily uttering "sorry" for the acts the offense the hearer.

The possible purpose of the students immediately utter the word "sorry" after doing the offense is in order the offense will not create a big problem for the relationship between the speaker and the hearer and because among the students themselves they have close relationship so that can easily utter the word "sorry". Therefore, the relationship between the speaker and the hearer are still close.

4.1.2.2 The Possible Purpose of Upgrading

In the second strategy is upgrading. The students rarely use the second strategy. This strategy is used by the student when they make mistakes that really hurt or offend the hearer. In this study, the writer finds two conversations that contain upgrading.

In the data, the writer finds the data such as "Oh, I'm so sorry" the speaker regrets the offense that she has done use to the hearer because she cannot fulfill her promise and she cannot rewind that condition.

She express her regret by uttering "I'm so sorry, it's beyond my expectation" to increase her feeling that she feels guilty. In the dialogue two, the data is "I'm so sorry". Those conversations occur because of big mistakes that are done by the speaker such as the speaker is disappointing the speaker for canceling the promise or the speaker breaks the hearer's laptop. This strategy occurs because the condition as an effect of the offense cannot be repaired. For instance in the first conversation, the speaker cancels his promise and he cannot rewind that condition. He express his regret by uttering "I'm so sorry, it's beyond my expectation" to increase his feeling that he feels guilty. In the dialogue two, the data is "I'm so sorry". Those conversations occur because of big mistakes that are done by the speaker such as the speaker is disappointing the speaker for canceling the promise or the speaker breaks the hearer's laptop. This strategy occurs because the condition as an effect of the offense cannot be repaired.

For instance in the conversation, the speaker cancels his promise, though the speaker can offer another day to keep his promise but the hearer wants the hearer to fulfill his promise at the time.

The possible purpose of this strategy is the speakers intend to show that they regret the offense by adding the word "so" in order the hearer forgives the offense that the speakers is done. Here, the speakers want to keep the relationship among the speakers and the hearer as close friends.

4.1.2.3 The Possible Purpose of Taking on Responsibility

In the third strategy, the students use taking on responsibility to admit her or his mistake that can make an offense to the hearer. There are three sub

strategies in taking on responsibility strategy. They are self blame, lack of intent, and admission of fact. In the third strategy, the writer finds admission of fact as a sub strategy that mostly used by the students. For instance, "Lindy sits here. Sorry Deco I forget to look a chair for you ", when the students make mistakes that cause an offense; the students are easily apologized by admitting her or his offense by explaining the real situation that they face.

The possible purpose of this sub strategy is the students try to tell the truth about the situation that can offend the hearer. The students are easy to admit the fact because the relationships that they build for almost four years among the other and the offense that occurs are not too seriously so they admit the fact. On the other hand, speaker sometimes admits the fact that causes an offense by body language. The speaker admits the offense then the speaker smiles to the hearer. This is done by the speaker in order to appease the speaker's condition.

Another sub strategy in apologizing strategy is used by English Department students is lack of intent. For instance, "Hendry, I don't have any intention". The possible purpose of this sub strategy is the speaker shows to the hearer that she does not want to disturb her friend's condition that her friend at the time is fasting. The speaker explains to the hearer that she does not have intention to tempt the hearer in order their relationship can be maintained well.

Another sub strategy is self blame. The writer does not find any data that relates to this sub strategy because the offense that occur among English Department students are light offenses, means that the offense is not too serious.

Therefore, the speaker will not blame themselves about the offense that they have done.

4.1.2.4 The Possible Purpose of Downgrading Responsibility or Severity Offense

Next, the writer finds apologizing strategy that mostly used by the students is the fourth strategies; it is downgrading responsibility or severity offense. In this strategy, there are five sub strategies such as excuse, justification, problematic a precondition, claiming ignorance and denial. The writer does not find any data that relates to claim ignorance strategy. There are no students who use claiming ignorance strategy. The sub strategy in downgrading responsibility or severity of offense is excuse. The speaker tries to find a reason to explain to the hearer to support the apologizing that she utters. For instance "oh iya, I turn off my mobile phone. I have to turn off my mobile phone when I sleep. Sorry".

The writer can infer that possible purpose of the students mostly use downgrading responsibility or severity of offense because they have close relationship that they have built for almost four years in the English Department. Because of the close relationship, the students can apologize to their friends without any pretenses. On the other hand, the offenses that have been done by the students are not serious so that the students try to downgrade the offense in order to the hearer can forgive them.

4.1.2.5 The Possible Purpose of Offering of Repair

In the fifth strategy, the writer finds six data in apologizing strategy that relates to offer of repair strategy. The data in apologizing strategy, for instance, "to clean this", "oh my god, I don't bring it. I put in my other bags. I'll send by email."

The possible purpose of English Department students use offer of repair strategy is to remedy the offense that they have done, because the offenses usually are not serious and easy to repair. The speaker has ability to repair the offense because the offenses are not too serious and easy to repair. The relationship among friends influences the speaker to offer of repair to the hearer.

4.1.2.6 The Possible Purpose of Verbal Redress

The last strategy is verbal redress; the writer does not find many data in this strategy. The writer finds one datum that relates to this strategy. The sub strategy that is used by the student is effort to appease. For instance, "No, no, I'm just joking". This sub strategy is used by the speaker because the speaker's utterance insults the hearer so that the speaker tries to appease the hearer's condition.

The possible purpose of this strategy is done by the speaker in order to maintain the relationship between the speaker and the hearer that has been built in four years. Therefore, this strategy occurs in the conversation.

4.2 Discussion

This section discusses the finding of data analysis, Apologizing occurs when someone perceives that he or she has done something bad or hurt other

people's feeling, such as offending someone else, neglecting his or her duty, or causing trouble that will damage the relationship. Apologizing is needed to repair relationship. By using apologizing, people can give a clear reason why they do a mistake. Misunderstanding sometimes occurs in the conversation with the others. When misunderstanding occurs and hurts or violates someone, his/her face needs to be restored, so in the conversation, the terms of apologizing begin to occur.

The writer tries researching about apologizing strategies used by English Department of Sunan Ampel State Islamic University. Regarding the research was done by Rohmania (2009) she was an English Department Student in State University of Malang, she also conducted apologizing strategies used by English Department students based on Social status and Social distance. This thesis is a socio-pragmatic study about the apologizing strategies used by English Department Students of State University of Malang to nine people based on social status and social distance differences. The social status here includes lower-, equal-, and higher- status whereas the social distance includes an intimate person, a familiar person, and a stranger. According to Rohmania, it can be seen that social status and social distance does influence the respondents in using apologizing strategies. The more intimate the respondents, the stronger feeling of apologizing of their offence. The higher the status of the hearer it can appear stronger feeling of apologizing for their offence and the more polite expression used. In this study, the data were collected by using a Discourse Completion Test (DCT) modified from Wouk (2006). By using DCT, getting large numbers of respondents and collecting the data, and constructing to account for variation in

speech act realization determined by social status and social distance and combining all possible variables (social status and social distance) can be done easily. In my opinion, Rohmania's data is invalid because in her research she finds out the data through Discourse Completion Test (DCT) which is given to respondent. Moreover, people know that DCT does not reflect the occurring speech naturally, so that the data is not pure conversation which is spoken by the speaker.

In this study, the writer wants to develop the research before. The writer analyzes Apologizing Strategies used by English department students. The data is taken naturally and differently with the research before; the writer takes the data from conversation that occurs in English Department students, so that the data is more valid and natural. The writer not only takes the data from her women friend's, but also from some her men friend's; so that the data is more complete than the research before.

The writer would like to reveal this research by some previous studies as the reference which it is entitled Apologizing Strategies Used by English Department Students of Sunan Ampel State Islamic University. Hereby, the writer does an effort to analyze by using the strategies from the theory of Bergman and Kesper.

All of the data is collected from the student of English department from several classes where sometimes there are some students who speak Indonesia. Besides, the writer explains about the possible purposes of apologizing strategies based on the related conversation.

In this analysis that is done by the writer, there are thirty one data in apologizing. The writer finds there are seven sub strategies that used by English department students of State Islamic University of Sunan Ampel Surabaya in the eighth semesters. They are lack of intent, admission of fact, excuse, justification, problematizing a precondition, denial, and effort to appease, the writer finds that apologizing strategy that is mostly used by the students is Downgrading responsibility. After that, the writer tries to explain the possible purpose of the apologizing strategies based on conversation the English Department students.

The writer is so unpleased for the result of recording is not clear enough because the writer does all the recordings using cell phone. Therefore, it took a while for the writer to transcribe into a data. There are four strategies which the writer unable to elaborate in this research. They are self blame, claiming ignorance, concern for offended party, and promise forbearance that is caused by the limited time and condition matters of eighth semester. Because, there is no conversations indicate to the situation that related to their sub strategies.

In another hand, there are different focuses in my research among other researches done before. Fajar Suryadi (2007) also conducted research about Apologizing Strategies used by Students of Petra University, Selvy Gunawan (2008) also conducted research about Apologizing Strategies used by Female Tenant in Boarding House, Ayubaidah Fitrahnanda (2014) also conducted research about A Study on Gender-Based on Differences in Apologizing Strategies of English Department Students in Campus Setting.

In this study, the writer conducts different research from Suryadi's, Gunawan's, and Fitrahnanda's research which is done in the Sociolinguistics field based on Ana Trosborg (1987) theory. The writer conducts the research in the Pragmatics field and uses Bergman and Kesper's theory. The writer does not analyze about gender because in pragmatic field does not distinguish between male and female.

The writer does not apply the theory of Trosborg because the writer assumes that the theory is too broad for conducting the research in this limited time. Therefore, the writer applies Bergman and Kesper (1993) theory.

Meanwhile, the theory is applied by the researcher which their works are the reference of conducting this research. However, there is one work of reference that the applying theory is the same with the writer put.

This study tells about apologizing strategy, where in this thesis is explained many ways to apologize for restoring a relationship with each other. In daily life there are so many words and actions which are delivered and done to other people. Most of them are very possible to make other be angry. Although there is no instruction in hadist to say sorry or apologize, but it is found an instruction to clean our sin to other people or in other words we are commended to say sorry. It explained in prophet Muhammad's hadist, Abu Hurairah said that prophet Muhammad has said:

فِي عم ارظهى لأخيّ ،كم ي ٍ نّ شش ف أو أيشيء آخ ش ف ـ ـطهة يُ اني و قاَ ٍ ِ َي ق ثم ان ذيُل والدى نْ عي عفـَاعا) يو ان ق ايح (. هـي و ت الحق (إراكأ ن ّ ط يـ ن ت ق ٍ ، و س ِ ف يؤخز يُ ّ ح ـ ل ح ئـ س الـ ن ئاد ت آ. و إطن يـ كـ ن ذلِي جيذ) ش ج أخش)ر يـ ت اخ ار ش ق يق ع يـ ٍ ٍ (ان زي ست ئاء يـ ط يـ ت ى (ث س َ ح ن ّ . (رواه البخ ل ي (

" For those who ever done cruel things to his brother which is related to his respect or something else, so he should ask to be acquitted, before dinar and dirham will not be used again (when doomsday comes): when he has good deed, it will be taken as much as cruel things he had ever been done. And if he/her has no more good deed, the will sin from his/her brother will be given to him/her. (Al-Bukhari)"

From this hadist, it can be concluded that as human being they should keep the relationship each other. Therefore, if somebody has a mistake they have to correct their mistake by apologizing. It also in the social value apologizing strategies is needed to repair relationship. By using apologizing, people can give a clear reason why they do a mistake. They must also concern about the offense or fault that they have done. After knowing what the mistake is, they must be responsible and be regretful for it and ask for an apologizing. Guilty feelings can also lead us to apologize to the person that we do not intentionally.

By the end of this line, this thesis is intended to give knowledge of many ways in apologizing. By the end of this research, the writer hopes this thesis can give a good knowledge for those who read and mean to reveal more about apologizing strategies.