

Positive Politeness on Expressing Apologies by English Department Students of UIN Sunan Gunung Djati Bandung

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Abstract

Foreign language students usually find difficulties at the interpersonal communication level when interacting with other speakers. Students should be familiar with the cultural values while they performed speech acts. Expressing apology is one of the important topic in verbal politeness. This paper tries to describe what are the strategies of English department students of UIN Sunan Gunung Djati Bandung in expressing apologies and what are the factors that influence those strategies. This paper uses qualitative method; the researcher chooses descriptive interpretative technique for analyzing data. The data sources are students of UIN Sunan Gunung Djati Bandung, the data are taken by using DCT (Discourse Completion Test).

Keywords: pragmatics, politeness, speech acts, strategies of expressing apologies.

Abstrak

Pembelajar bahasa asing biasanya mengalami kesulitan pada tingkat komunikasi interpersonal saat berinteraksi dengan orang lain. Mahasiswa ketika belajar bahasa harus juga mengenal nilai-nilai budaya saat mereka melakukan tindak tutur. Mengekspresikan permintaan maaf adalah salah satu topik penting dalam kesantunan verbal. Makalah ini mencoba untuk mendeskripsikan apa saja strategi mahasiswa jurusan Bahasa Inggris UIN Sunan Gunung Djati Bandung dalam mengungkapkan permintaan maaf dan faktor apa saja yang mempengaruhi strategi tersebut. Makalah ini menggunakan metode kualitatif; Peneliti memilih teknik deskriptif interpretatif untuk menganalisis data. Sumber data siswa UIN Sunan Gunung Djati Bandung, datanya diambil dengan menggunakan DCT (Discourse Completion Test).

Kata kunci: pragmatik, kesantunan, tindak tutur, strategi permintaan maaf

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A. Introduction

Foreign language learners usually find difficulties at the interpersonal communication level when interacting with other speakers. So the students should be familiar with the cultural values while they performed speech acts. Kramsch in Al-Sobh (2013) says that every language has particular vocabularies and expressions which can be used to express people's feeling, for instance it may have different expression of apology or happiness between one culture and the other culture.²

It has been known that expressing apology plays a very important role in everyday communication between speakers and hearers. The speakers who have done errors or made mistakes, or they have uttered a statement which causes offence to others, they actually have has a number of rhetorical strategies in response to that problems which are called apologies.

English as foreign language students while they are learning English, they should also learn about culture in English context. It will help students to know the appropriate language based on the context or situations. Cohen and Olshtain in Murad (2012) state that while students make mistakes or do an offence they should try to develop a measure of sociocultural competence with regards to apology and to account for language transfer in the development of sociocultural competence in foreign language context.³

²Al-Sobh, Mahmoud Ali. *An Analysis of Apology as a Politeness Strategy Expressed by Jordanian University Students*. International Journal of Humanities and Social Science Vol. 3 No. 2 Special Issue – January 2013

³Murad, Tareq Mitaib. *Apology Strategies in the Target Language (English) of Israeli-Arab EFL College Students Towards Their Lecturers of*

Expressing apology in verbal politeness is really important because it is . It will be impolite when people do not express an apology while the context support the speakers express the apology. It is impolite when a student coming late then he does not express an apology. An apology according to Holmes in Majeed and Fauzia (2014) is a speech act that is intended to remedy the offense for which the apologizer takes responsibility to repair social relations between interlocutors. In addition, it argues that apologizing is taking the responsibility for the violation and expressing regret for the offense committed. Linguists classify the apology based on external factors such as the situation or object of regret. Sometimes the speaker explicitly apologizes to the other person for his/her offence whereas sometime he/she admits his/her fault and considers him/her responsible for the mistakes. Sometime speaker regrets and explains the reason of the mistakes and sometime he/she shows his/her offer to pay.⁴

Spolsky in Chamani (2014) states that language reflects, records, and transmits social differences among them. Thus, it has been argued that people have a different way of speaking from the older to younger person. This is the way that reflects and produces a subordinate position of younger person or lower status in society should respect older persons and higher status people.

In this research, the writer tries to analyze the strategies of English department English Who Are Also Native Speakers of Arabic. Jurnal Studies in Literature and Language Vol. 4, No. 3, 2012, pp. 23-29

⁴Majeed, Ammir and Fauzia Janjua.2014. *Apology Strategies and Gender: A Pragmatic Study of Apology Speech Acts in Urdu Language*. Merit Research Journal of Education and Review March 2014 Vol. 2(3) pp. 054-061

ment Students of UIN Sunan Gunung Djati Bandung in expressing apologies and how positive politeness performed in strategies of expressing apologies. To answer to those research problems the writer uses theory of speech acts by Searle and positive politeness by Brown and Levinson. The writer describes and analyzes utterances of students' apologies based on Olshtain and Cohen theory (1986).

B. Method

This research uses qualitative method; the writer chooses descriptive interpretative technique for analyzing data. The data sources are the first semester of English department students of UIN Sunan Gunung Djati Bandung, the data are taken by using DCT (Discourse Completion Test). Since DCT was developed and adapted to investigate speech act realization, the DCT test consists of descriptions or situations to which subject are expected to react, as a result it can provide the desired speech acts (Ogiermann, 2009:82).⁵

The advantages of the DCT methodology according to Wouk (2006) are controlled nature of the study, cross-situation and cross-linguistic comparability is high; it is possible to collect and process the data quickly; and large numbers of respondents can be surveyed more easily than in role playing.⁶

The writer describes and analyzes utterances of students based on Olshtain and Cohen theory (1986). There

⁵Ogiermann, Eva. *On Apologising in Negative and Positive Politeness Cultures*. (Amsterdam: John Benjamin Publishing Co, 2009)

⁶Wouk, Fay. (2006). *Strategies of Apologizing in Lombok Indonesia*. *Journal of Politeness Research* 2 (2006), 277-311.

are five main strategies in expressing apologies according to Olshtain and Cohen; they are Illocutionary Force Indicating Device (IFID), expression responsibility, explanation/ justification, offer repairs and promise forbearance.⁷

There are three social factors are considered important in this research. These factors are age, social distance and social dominance or power relationship between the participants. The addressee may be older and has higher social status than the addresser (lecturer), they are older and have close relationship with him/her (parents), or they have the same age (friend). There are also some social distance between the participants or they have no distance. Moreover the participants might have equal power or there might be difference in power relations.

C. Politeness

Politeness becomes a very important and popular study in pragmatics. Politeness appear in every culture although it has different concept between one culture to another. Thomas (1995) states that politeness as a real-world goal which is interpreted as a desire to be pleasant and showing consideration of others.⁸

Politeness is a universal phenomenon. Brown and Levinson in Grady (2000:162) believe that politeness phenomena are universal. Hierarchical societies with strong class distinction more

⁷Cohen, Andrew D , Elite Olshtain and David S Rosenstein. 1986. *Advanced EFL apologies: what remained to be learned?* . *International Journal Social and Language* 62 (1986), page 51-74

⁸Thomas, Jenny. *Meaning in Interaction: an Introduction to Pragmatics*. (Longman Group Limited, 1995)

use negative politeness strategies and egalitarian societies, on the other hand, will employ positive politeness strategies⁹.

D. Expressing Apology

Apology has four functions according to Kotani in Wouk (2006) first is the way of speaker expresses regretful of offence and accept responsibility for it. Second, the speaker admits his/her failure to meet an obligation. Third, the speaker expresses apology to express sympathy upon hearing of the other misfortune. Apology is also used by the speaker to request repetition, reject questions or answers, or to announce interruption. Finally, people express apology as a ritualistic remedy to simply fulfill expectation.

According to Engel (2001: 29) there are five reasons why expressing apologies to another person become so important. First, expressing apology shows respect to others. Second, apologizing shows that we are able to take responsibility for our actions. Third, apologizing shows that we care the other person's feeling.¹⁰

Next, apologizing shows that we have good integrity. Finally, apologizing shows that we want to make a peace condition and restore relationship with others. Lazare in Smith (2008: 18) offers description of apologies as acknowledgement of an offense and expression of remorse.¹¹

⁹Grundy, Peter. *Doing Pragmatic*. (London, Arnold, 2000) page 162

¹⁰Engel, Beverly. *The Power of Apology: Healing step to transform all your relationships*. (USA: John Willey & Son, inc, 2001)

¹¹Smith, Nick. *I Was Wrong: The Meaning Of Apology*. (United Kingdom: Cambridge University Press, 2008)

Furthermore, Brown and Levinson (1992: 187) state that apology is negative politeness strategy, motivated by the desire to redress a face threatening acts (FTA): an offence that has impinged on the hearer's freedom of action (negative face) or their need for approval (positive face).¹²

Brown and Levinson in Yuka (2009) defines negative politeness as "a redressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded, and state that negative politeness is "the most elaborate and the most conventionalized set of linguistic strategies". Typical examples of negative politeness strategies are conventionally indirect ways to request or to use honorifics. Positive politeness is defined as "redress directed to the addressee's positive face, his perennial desire that his wants should be thought of as desirable". Positive politeness strategies include somewhat exaggerated elements or 'element of insincerity', and that separates a positive politeness strategy from ordinary daily conversation. Some of the typical examples of positive politeness strategies are complimenting, joking, responding emphatically, and using nicknames.¹³

Leech (1983) in Yuka (2009) listed three roles of address terms as vocatives. The first is that of getting attention, the second is that of identifying

¹²Brown, Penelope and Stephen C Levinson. (1992). *Politeness Some Universals In Language Use*. (Great Britain: Cambridge University Press, 1992)

¹³Yuka, Akutsu. *Positive Politeness Strategies in Oral Communication I Textbooks. Focusing on Terms of Address*. The Economic Journal of Takasaki City University of Economics vol.52 No.1 2009 page 60

addressees, and the third is to establish or maintain a social relationship between the speaker and the addressee(s). The third one is considered to work as a positive politeness.¹⁴

Based on theory of speech acts by Searle (1999), apology is classified as expressive because it expresses speaker's physiological attitude. Apology expresses speaker's sorrow and regret because he/she has offended hearers.¹⁵

According to Austin (1962) apology is performative utterances because in certain condition, the act of uttering *I apologize* is means of the act of apologizing.¹⁶

Apologies according to Fraser in Davies et al (2007) are classified as direct and indirect apology formal and informal. Direct apology for example: *I am sorry* or *I must apologize for*, where the verbal statement alone is sufficient. An indirect apology is an apology that is usually accompanied by a solution, remedy, promise, or explanation.¹⁷

Olshtain and Cohen (1986) develop Fraser strategies and propose five strategies in expressing apologies: direct expression of apologies (IFID), an acknowledgement of responsibility, an explanation, an offer repair, a promise of forbearance.¹⁸

¹⁴Ibid page 63

¹⁵Searle, John. *Expression and Meaning: Studies in the Theory of Speech Acts*. (New York Cambridge University Press, 1999)

¹⁶Austin, John L. *How to Do Things with Words*. Great Britain: Oxford University Press, 1962

¹⁷Davies, Bethan L., Andrew John Merrison, and Angela Goddard. *Institutional Apologies in UK Higher Education: Getting Back into the Black before Going into the Red*. Journal of Politeness Research 3 (2007), Page 39-63

¹⁸Cohen, Andrew D., Elite Olshtain and David

Direct apology or explicit apology means that apologizer uses a word, an expression, or an utterance which contains a relevant performative verb such as *apologize*, *forgive*, *excuse*, and *be sorry*. Direct apology is called as Illocutionary Force Indicating Device (IFID).

Second strategy is explanation, explanation shows an excuse or justification for doing the offence. Explanation of particular situation which is indirectly caused the apologizer to commit the offense and it is usually used by the speaker as indirect speech act of apologizing. It will relate to the context of the offense, the statement is intended to "set things right". For example: in a place where people have bad transportation problems, a person comes late to a meeting and then he gives an explanation by saying: *The bus was very late*. That utterance as an indirect apology, it is perfectly acceptable reason as an apology because of the context is supported by that condition. The speaker in the example above tries to explain that he comes late to the meeting because there is a problem with the bus, he himself tries to be on time but the bus condition does not support him to be on time in a meeting.

Third strategy is acknowledgement of responsibility. The apologizer recognizes that his or her fault causes the violence. The degree of the violence on the part of apologizer can be placed on scale, the highest level of intensity is an acceptance of the blame, for example:

I know what I did was wrong.

S. Rosenstain. *Advanced EFL apologies: what remained to be learned?*. International Journal Social and Language 62 (1986), pp 51-74

It's my fault.

In the utterances above speaker realizes that he/she has done something wrong then he/she responsible with that offence by saying "I was wrong" or "it's my fault". Lower level is an expression of self deficiency: *I was confused/ I didn't see/ you are right.*

Fourth strategy is offer repair, sometimes damages may result when someone fails to accomplish his/her commitment as has been promised. Hence, compensation such as repair or payment for damage may be offered as a form of apologies. For example:

I forget to bring your book, I'll bring it tomorrow.

It can be seen from the example above, the speaker regrets that he/she forgets to bring his/her friend's book, so as a compensation he/she will bring his/her friend's book next day.

Finally, a promise of forbearance, this strategy is the apologizer is expected not to perform the same offence or mistake, and then the apologizer improves their behavior in the future. It is like a promise, for example:

I'm not going to be without a uniform again

In the examples above, the speaker who as a student realizes that he/she has done something wrong that he/she does not wear school uniforms to school, hence he/she promises never to do the offence again.

Moreover, the apology also can be modified with some strategies, Intensity of apology for example: really,

so, very, please. Emotional, the use of interjection such as: Oh, Oops, and God. Finally, expressing apology also can be followed by request.

E. Discussion

i. Strategies of students in expressing apologies to the lecturer

First situation is the students as a respondent come late to the class, what strategies that they will use in expressing apologies to the lecturer. There are fifteen students have given their responses based on the first situation, the result of their strategies as the table below:

Table 1

Structure of expressing apologies of students to the lecturer

No	Strategies	Number	Percentage
1	IFID	3	20%
2	IFID+ Explanation	6	40%
3	IFID+ Request	2	13,3%
4	IFID+ Explanation +IFID	1	6,7%
5	IFID+ Explanation +Request	1	6,7%
6	IFID+ Promise + Request	1	6,7%
7	IFID+ Explanation +Promise	1	6,7%
		15	100%

Table above describes that there are 7 patterns of structure in Expressing apologies performed by students.

4.1.1. Illocutionary Force Indicating Device (IFID).

Based on the data there are three students use IFID for their strategies in expressing apologies to the lecturer (it is about 20%). The IFID strategies which are used are:

1. *Excuse me sir, I am sorry for coming late (student 1)*
2. *Excuse me, sir. Sorry I am late (Student 6)*
3. *I'm sorry for coming late, sir. (Student 13)*

From the data above, it can be seen that the data number 1 and 2 use phrases “excuse me, sir” and then it be followed by “am sorry” or “sorry”. In the data number 3 the student only use one IFID “I am sorry”. The use of IFID means that the students realize that they have made mistakes, and they try to express their regret. There is honorific words “sir” is used by students, it means that they express positive politeness strategies to their lecturer. The use of honorific “sir” from the data at the beginning of utterance (2 data) and at the end of utterance (only 1 datum).

4.1.2 IFID+ Explanation

According to the table 1 above, the highest number of strategies are used by students is IFID+ Explanation (40%). There are 6 students who used pattern IFID+ Explanation. Students use various IFID followed by explanation such as

4. *Excuse me, sir I come late to class. I have some problems in the street so I'm late to come here (Student 3)*
5. *Excuse me, sir. Sorry I'm com-*

ing late, I slept at 2 am, I had a lot of works last night (Student 7)

6. *Excuse me sir. I am sorry I come late. Today is unexpected, sir. I am trapped in traffic jam (Student 14)*
7. *I'm sorry sir I come late because I late woke up (Student 9)*
8. *Pardon me sir, I am sorry for coming late. I had Insomnia last night so I woke up late (Student 5)*
9. *I apologize for coming late, sir. There is a problem with my bike so I walk to campus (Student 7)*

The data above show that the students utterances in expressing apology who use *be sorry* and *apologize* for expressing their direct apology. From the data above utterance number 4, 5 and 6 use “excuse me” for the beginning of utterance and it is followed by honorific word “sir”, the students try to express their positive politeness by uttering “excuse me, sir”. However, data number 5 and 6 again the students use another IFID “be sorry” to emphasize their regret, then they express strategy of explanation for support their apology by telling the reasons why they are late such as “*I have some problems in the street so I'm late to come here, I slept at 2 am because I had a lot of works last night, and I am trapped in traffic jam.* Datum 7 shows that the student express the direct apology using *I'm sorry sir* then it is followed by explanation *because I late woke up.* Data number 8 and 9 explain that the students use formal expression of direct apology by using performative verb *pardon* and *apologize*. The positive politeness in the data above students use honorific “sir”

4.1.3 IFID+ Requests

There are two strategies of students who use IFID + Requests or it is about 13,3% from the total data. The data of strategies in expressing apologies performed by students using IFID and followed by request are:

10. *Sorry I'm late, may I come in?*

11. *Apologize me sir. I'm late. I hope you permit me to join this class.*

The data above illustrate that the expressing IFID by using "sorry" and formal performative verb "apologize" as the expression of regret and realizing that the students have committed the offence. The IFID then is followed by request "may I come in" and "I hope you permit me to join the class". The data number 10 shows that the student does not express positive politeness to the teacher, it can be inferred that he becomes impolite to his lecturer. On the other hand, data number 11 the student uses honorific word "sir" to the lecturer.

4.1.4. IFID+ Explanation +IFID

There is only a datum which uses a strategy using IFID+ Explanation +IFID, or it is about 6,7% from the total data. The data as follow:

12. *I am sorry sir, I come late. I have a traffic, it is not as usual, so I 'm really sorry.*

The data above shows that the student expresses her apology using IFID "be sorry", and she also gives explanation why she comes late. Then at the end of utterance she expresses her apology again to emphasize her regret by uttering: *I 'm really sorry*. The use of adverb "really" means that she wants to express the higher degree of regret. Furthermore,

the student uses honorific word "sir" to express respect to the lecturer.

4.1.4. IFID+ Explanation +Request

There is a datum also which using strategy of IFID+ Explanation +Request (6,7%). The student says in data:

13. *I am sorry sir; I am late, I wasn't able to escape the traffic. May I follow your lecture?*

The data above tells that the student expresses direct apology using IFID "be sorry", then it is followed by explanation strategy by saying *I wasn't able to escape the traffic*. Finally, at the end of utterance the student expresses the request by saying "*May I follow your lecture?*". The student in the data above express the positive politeness by using honorific "sir".

4.1.5 IFID+ Promise + Request

In addition, there is also strategy using IFID+ Promise + Request (6,7%) by saying:

14. *I'm sorry sir I'm late, I promise never do the same mistake, Could I follow your lesson?*

The data above shows that the male student expresses the direct apology and it is followed by promise that he will never do the same mistake in the future. At the end of his utterance he makes a request to the lecturer for joining the class. The student in datum 14 expresses positive politeness by using honorific "sir".

4.1.6 IFID+ Explanation +Promise

The last strategy that student used is IFID+ Explanation +Promise (6, 7%) the student expresses the direct apology by saying :

15. ***I am sorry I am late. I have traffic jam, I promise will not do the same mistake again.***

The data above illustrates that the student expressing apology by performing IFID “be sorry” and then it is followed by explanation about the reason of coming late, at the end student makes a promise to not make the same mistake again in future. In the data above, students does not perform positive politeness using honorific word. However, the student makes promise which gives benefit to be positive attitude, it indicates that he gives positive politeness to the lecturer.

ii. Strategies of Expressing Apologies to Friends

The second situation is the context between students and their friends. The students are asked to give response when they forget to bring the book that they have promised to be returned. There are several strategies used by students as the table below:

Table 2

Structure of strategies of expressing apologies to the friends

No	Strategies		Percentage
	IFID	1	6,7%
	IFID+ IFID	2	13,3 %
	IFID + Promise	6	40 %
	IFID+ Explan- ation	3	20%
	IFID +Ex- planation +Promise	2	13,3 %

	IFID + E x p l a n a - tion+wish	1	6,7 %
Total		15	100%

From the table above, it can be concluded the highest number of strategies used by students is IFID+Promise (40%), the second strategy is IFID+ Explanation (20%). The third there are students using IFID +Explanation + Promise (13,3%). There is 2 data of students who use IFID+ IFID (13,3 %). The strategy of a student who uses IFID + Explanation + wish is only one or 6,7 %. Finally, there is only a datum of a student who only uses strategy of IFID (6,7%)

4.2.1 IFID+Promise

Based on the table above, there are 8 data of expressing apologies using IFID + Promise:

1. ***I'm sorry bro, I forgot bringing your book, I promise I will return it tomorrow***
2. ***I'm sorry I forgot bringing your book. I'll bring your book tomorrow, I promise!***
3. ***I am sorry; I don't bring your book. I'll bring it tomorrow. I promise***
4. ***I'm sorry friend I forget to bring your book, I promise I will bring it tomorrow***
5. ***Forgive me mate, I forgot to bring the book, I'll bring it tomorrow***
6. ***Ups Forgive me, I forgot to bring your book, tomorrow I will bring your book.***

The data number 1 illustrates that the student express the regret by performing IFID “be sorry” and then expresses a performative promise by saying *I promise, I will return it tomorrow*. The data number 2 expresses the apology by stating IFID “be sorry” then it is followed by a promise *I’ll bring your book tomorrow* and it is also emphasized by using the performative verb promise by saying *“I promise!”*. In addition, the same strategies also are used by the data number 3 and 4. They use IFID by expressing “be sorry” and it is followed by a performative verb of promise to return the book soon by saying “ I promise”. The data number 5 and 6 give description that the students use performative verb “forgive me”, they give a promise by saying *I’ll bring it tomorrow* and *tomorrow I will bring your book*.

Data number 1, 4, and 5 above describe that the students use positive politeness by using “bro”, friend, and mate. The students express their intimacy by uttering kinship words which it means they have close relationship or distance. They are treated the hearer as a friend and equal.

4.2.2 IFID+ Explanation

There are three students use the strategy of IFID+ Explanation, the data as follow:

7. *I’m sorry bro I forget to bring your book because I rush for class*
8. *I’m so sorry to leave your book in my house, I am in hurry and I forget to bring it*
9. *Ya, Allah...I am sorry my friend , I don’t bring your book, I had prepared the book last night, but*

this morning I go to class in a hurry so I forget to bring it

The data from number 10 and 11 show that the students use performative verb “be sorry” then they give explanation why they forgot to bring the book. However, the data number 12 describes that the student expresses the apology by using interjection “*ya Allah* “ it is literally translated as “oh my God” then she expresses her direct apology by expressing “ I am sorry my friend” , furthermore she gives explanation why she forgets to bring the book.

The data number 7 and 8 show that the students use positive politeness by using kinship claiming “bro” and “my friend”. The students treat the hearer as friend or confidant.

4.2.3. IFID +Explanation +Promise

There are two data of students who use the pattern of apology using IFID +Explanation +Promise, the data as follow:

10. *Sorry I have forgotten to bring your book. I went to campus in a rush. I promise after the class end, I will come back to my home for bringing your book.*
11. *Astagfirullah, I’m sorry friend I forget to bring your book. Actually I had prepared last night, but I forget to put it in my bag. I promise bring it tomorrow*

The data above show that the students expressing IFID then they use explanation why they forget to bring the book, finally they give a promise to return the book soon.

4.2.4 IFID +Explanation +wish

There is a datum using pattern of ex-

pressing apologies IFID + explanation
+ wish:

12. ***I am sorry, I forgot to bring your book because I was in a hurry. I hope you don't mind if I bring it tomorrow?***

The data above describes that the student expresses the direct apology by uttering "I am sorry", then it is followed by explanation that he was in hurry so he forgot to bring the book. Finally, the student expresses his wish that it is fine that he returns the book tomorrow.

In the data 11, the student expresses the positive politeness by using "friend" as indicate he has close relationship with the hearer.

4.2.5 IFID

There is a datum of student who uses IFID in expressing the apology, the datum as follows;

13. ***I forget to bring your book, I'm sorry about that.***

The student expresses the apology using IFID "be sorry" without any explanation or reason. He also does not use honorific to his friend, it means generally he does not seriously expressing regret or apology. In certain condition or context, it will be considered impolite utterance to the interlocutor or the hearer. The student does not perform the positive politeness by using kinship claiming, it is rude and impolite. It can be interpreted the student is an arrogant person.

4.2.5 IFID+ IFID

There is 2 data that students express their apology in several IFIDs :

14. ***Oh dear, I am sorry I forget to bring your book. I am sorry,***

please forgive me

15. ***I am sorry I leave your book on mattress , I'm so sorry, I'll give back it soon***

From the data above, it can be concluded that at the datum number 14 the student expresses her apology by using IFID three times, she uses "be sorry" twice and performative verb "forgive me". The Datum number 15 also gives description that the student expresses the IFID twice using "be Sorry". The use of IFID more than once indicates that degree of regret expressing by the students.

The use of word "oh dear" means that the students perform positive politeness which indicates intimacy and close relationship.

F. Conclusion

Based on the explanation previously in discussion, it can be concluded that students of UIN Sunan Gunung Djati using various strategies in expressing apologies. When they are expressing apologies to the lecturer for coming late they use IFID followed by explanation (40%), IFID (20%) and IFID followed by request (13,3%). While when they are expressing apology to their friends because they forget to bring the book, they use IFID +Promise (53%), IFID+ Explanation (20%), and IFID+ Explanation +Offer Repair (13,3%). Positive politeness strategy is performed students; they use the honorific "sir" to respect the position of the lecturer who has higher status than students. While, expressing apology to friend they use more intimacy words such as "bro, mate, friend" which indicate they have close relationship.

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