COMPARATIVE ANALYSIS OF APOLOGY STRATEGIES UTTERANCES BETWEEN MALE AND FEMALE ENGLISH DEPARTMENT STUDENTS

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Abstract

This study aims to compare the differences and the similarities between male and female English department students in using apology strategies. The are five types of apology strategies according to Olshtain and Cohen (1983); 1) expression of apology, 2)offer of repair, 3)explanation of account, 4)acknowledgement responsibility for offense, and 5)promise of forbearance.. The method used in this research was a descriptive-qualitative. The data samples were taken from English Department students at Padang State University. Data was retrieved using a questionnaire form. The data were collected in form of sentences which were the utterances of the participant. The results of the study showed that male and female have some differences and similarities in using apology strategies. Both female and male students use all five of types of apology strategies. The most preferred type of strategy by both female and female was expression of apology and the least preferable was promise forbearance. The result reveals that male and female students tend to use similar strategies in making apology.

Key words: apology, male and female, utterances, apology strategies.

A. INTRODUCTION

Speech act of apology holds and important place in human communication. It is crucial for people to understand what an apology is and how it functions. Apology for Marquez Reiter (2000) is a "compensatory action for an offence committed by S (the speaker) which has affected H (the hearer)" (p. 44). Whereas Olshtain (1989) defined it as "a speech act which is intended to provide support for the H (hearer) who was actually or potentially affected by a violation X, the S (speaker) is willing to humiliate himself or herself to some extent and to admit to fault and responsibility for X" (p. 156). Gooder and Jacobs (2000) as cited in Ghanbari et al. (2015, p. 205), added that "proper apology acknowledges the fact of wrongdoing, accepts ultimate responsibility, expresses sincere sorrow and regret, and promises not to repeat the offence". Therefore, "some of the features

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of the proper apology are the admission of trespass, the implied acknowledgement of responsibility, an expression of regret, and a promise of a future in which injury will not recur".

Appropriate strategies are required to express the offender's regret in the appropriate context. Gender is one factor that influences someone's decision on what kind of apology strategy to use, in addition to status or class, ethnicity, and intimacy level. Sex is largely determined by genetics, whereas gender is a social construct (though one that is still heavily rooted in sex, as evidenced by recent publications that use the term "sexuality," e.g. Kulick, 2003 and Cameron and Kulick, 2003), involving a wide range of genetic, psychological, social, and cultural differences between male and female (Wardhaugh, 2006, p. 315). In other words, while sex distinguishes male and female biologically and physiologically, gender distinguishes them socially and culturally.

There are several researchers that have already paid attention to language and gender including apology strategies as the subject. Among them is a research from Holmes (1989) that provides data that male and female have differences in apology because of social and cultural differences in New Zealand and evaluates the need for apologies differently. According to Chunlin (2013), Holmes was the first one who conducted the research of the differences in apology.

Al-Sallal and Ahmed (2020) also done a research on apology strategies field. Their study investigated the apology strategies used in Arabic-speaking Jordan. The main objective was to determine whether gender plays role in the selection of apology strategies for different situations.

Not only conducted by foreign researchers, studies about apology strategies on gender based also have been done by Indonesian researchers. One of them is Sudirman (2018) who conducted a research about the differences between male and female EFL learners in the use of apology strategies. Those previous studies have triggered the researcher to investigate other studies about gender and speech act especially apology strategies by students in Indonesia.

Due to the importance of apologizing in everyday life and the differences between male and female language, the researcher is interested in looking at the different types of apology strategies used by English Department students at Universitas Negri Padang, including whether the use of different strategies based on gender can be found in their utterances. To limit the scope of the data source, seventh semester (2018 entry year) students from the English Department at Universitas Negri Padang were chosen. They have already been taught that people can communicate their feelings through expressive speech acts, and also the need of maintaining the addressee's "face"; an apology is an example of this. As a conclusion, the results of this study will reveal whether they understand and apply their knowledge effectively in everyday life.

However, other previous research had investigated the gender-based differences in outcomes in compliments and responses, and whether the writer investigate apology strategies based on gender, which has never been done before at English Department, Universitas Negri Padang.

The focus of this study is on determining the types and differences in apology strategies based on the gender of the speaker. The campus life setting is

used because it is where the students spend the majority of their time. This research also focuses on determining the factors that make it easier for the speaker to use apology strategies. The writer limited the scope of the study by focusing on factors related to the characteristics of male and female language when conversing without considering other factors such as cultures, age, and social background.

B. RESEARCH METHOD

This study will be designed with a descriptive-qualitative research method; it is a research paradigm that does not consider statistical calculations (Moleong, 1994). The data collected are in form of sentences which were utterances of the participants. This research design is a content analysis since content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of materials (Ary *et al*, 2010). This study attempts to give detail description about the apology strategies used by Indonesian EFL learners. The data samples will be taken from English Department students at Padang State University. Data will be retrieved using a questionnaire form.

The transcription of the utterances of ten male and ten female English Department students of Universitas Negri Padang served as the data source for this study, and the data used were the students' utterances that contained apology strategies. Qualitative research, according to Ary et al (2010, p. 421), are more likely to use non-random or purposive selection based on specific criteria. Purposive sampling is a type of nonprobability sampling used by the researcher. Purposive sampling is also known as judgment sampling because it selects sample items from the population that are deemed to be typical or representative (Ary et al, 2010, p.156). Purposive sampling is most commonly used in attitude and polling data. Purposive sampling is employed in this study to investigate students' attitudes of apologizing

Considering not everybody in the population can participate as respondents, the researcher limited the number of respondents by defining certain criteria. Qualitative researchers can't see all that's going on in the group or at the area that's related to the research problem. They may attempt to collect a sample of observations that they believe is representative of what they can observe, but it is usually a random sample (P.428, Ary et al., 2010). The first criteria is that they commonly used apology strategies in everyday life, and the second criteria is that they are seniors English Department students who had taken Pragmatics and Sociolinguistics classes.

. The researcher only concentrated on 7th semester (2018 entry year) students because they had already learned Pragmatics and Sociolinguistics in the previous semester. They will submit a thesis in the following semester, and this research can be utilized as a reference while conducting research on apologetic strategies. Furthermore, they are seen as students who will communicate with lecturers, particularly when consulting their thesis. It would be beneficial for students to learn more about apologetic strategies, which will actually be useful later when they make mistakes in front of the lecturer.

In order to gather the data, a discourse completion task (DCT) will be used. A DCT is a written questionnaire containing short descriptions of particular

situation intended to reveal type pattern of a speech act being studied (Nuraini, 2009). These consist of a description of situation and an instruction to the respondents to either select from range of choices about how to respond or to say or write what they would respond.

C. RESULT AND DISCUSSION

1. Research Finding

The result in this research is displayed in tables. The table is classified to answer the research question of this research. The table used below show the types of apology strategies by male and female English department students of Universitas Negeri Padang.

1. Table of Frequency and Percentage of Apology Strategies Utterances by Male Students

NO	Type of Apology Strategies Used by Male Students	Freq	%
1	Expression of Apology	80	46,51%
2	Explanation of Account	45	26,17%
3	Offer of Repair	40	23,26%
4	Acknowledgement of Responsibility for Offense	4	2,32%
5	Promise Forbearance	3	1,74%
	∑	172	100%

Based on table 1, Expression of Apology was the most preferable strategy (46,51%) used by male students. The second most preferable strategy was Explanation or Account of the Situation (26,17%). Next, it was Offer of Repair (23,26%) and then Acknowledgement of Responsibility for Offense (2,32%). The least preferable strategy used by male students was Promise of Forbearence (1,74%).

2. Table of Frequency and Percentage of Apology Strategies Utterances by Female Students

NO	Type of Apology Strategies Used by Male Students	Freq	%
1	Expression of Apology	89	41,78%
2	Expanation of Account	48	22,54%
3	Offer of Repair	54	25,35%
4	Acknowledgement of Responsibility for Offense	12	5,63%
5	Promise Forbearance	10	4,70%
	∑	213	100%

According to table 2, Expression of Apology was the most used strategy (41,78%) by female students among the other four strategies. Then the second one was Offer of Repair (25,35%) and then Explanation or Account of the Situation (22,54%). The fourth most used strategy was Acknowledgement Responsibility of

Offense (5,63%), and the last most used strategy was Promise of Forbearance (4,70%).

3. Table of Percentage Comparison between Male and Female Apology Strategies Utterances

NO	Type of Apology Strategy	Male	Female	Difference
1	Expression of Apology	46,51%	41,78%	4,73%
2	Explanation of Account	26,17%	22,54%	3,63%
3	Offer of Repair	23,26%	25,35%	2,09%
4	Acknowledgement of Responsibility for Offense	2,32%	5,63%	3,31%
5	Promise Forbearance	1,74%	4,70%	2,96%
	∑	100%	100%	16,72%

Table 3 showed that male students percentage in Expression of Apology strategy is higher (4,73%) than female students. Male percentage is 46,51% and female percentage is 41,78%. It also showed that Expression of Apology strategy is the most preferred strategy by both male and female students. The second one is Explanation of Account strategy. Based on the table, male students percentage (26,17%) is still higher than female students percentage (22,54%) in using this strategy with 3,63% in percentage difference.

Whereas, in Offer of Repair strategy, female students percentage (25,35%) surpassed male students percentage (23,26%). Female students' percentage is 2,09% higher than male's. It showed that this strategy is the second preferred strategy by female students and it is the third preferred strategy by male students after Explanation of Account strategy.

Next, in Acknowledgement of Responsibility for Offense strategy, female students' percentage still higher than male students' percentage. Female percentage is 5,63% and male students' percentage is 2,32% with percentage difference is 3,31%. The last is Promise of Forbearance strategy. In this strategy, female students' percentage (4,76%) still higher than male students' percentage (1,74%) with 2,96% in difference.

Male and female students have differences in using the apology strategies. It can be seen from the tables that male students apology strategies from the most used to the least used are sorted as follows; expression of apology, explanation of account, offer of repair, acknowledgement of responsibility for offense and promise forbearance. Whereas, female students apology strategies from the most preferably to the least preferably are sorted as follows; expression of apology, offer of repair, explanation of account, acknowledgement of responsibility for the offense and promise forbearance.

However, male and female students also have similarities in using apology strategies. According to the tables, both male and female students had Expression

of Apology as the most used strategy in their utterances. Then male and female students had Promise of Forbearance as the least used strategy in their utterances.

2. Discussion

From the findings, the researcher discovered that male and females use almost similar strategies for apologizing based on the findings. Male students use five strategies; expression of apology, explanation or account of situation, offer of repair, acknowledgement responsibility of offence and promise forbearance.

In female students' utterances, there are also five strategies that appear. They mostly use expressions of apology, explanation or account of situation, offer of repair, acknowledgement of responsibility, and promise forbearance.

Both male and female students tend to use the same expression of apology as the most preferable strategy and promise of forbearance as the least preferable strategy. However, male students are higher in using expression of apology and explanation of account strategies than female students. Otherwise, female students are higher in using offer of repair, acknowledgement of responsibility for offense and promise of forbearance strategies than male students.

The researcher categorizes apology situations based on the degree of intimacy and the seriousness of the error. The levels of intimacy are separated into two categories: lecturers who have more power or higher status, and friends who have equal with the students. Based on the impact on the hearer, or both of them, mistakes are classified as minor or major offenses. The disparities in how apology strategies are used can be seen in several areas.

Male students are more likely to use explanation of account while apologizing to friends for minor and major offenses. They're recognized for having trouble expressing themselves, in contrast to females, who are more expressive than males (Buck, 1977). Rather than directly expressing their regret, they explain why they committed the offense. By giving an explanation, they acknowledge that they are guilty of the offence, but that they are not entirely responsible for it.

Males prioritize independence, power, and status, while females prioritize intimacy and solidarity, according to Tannen (2007). Offending someone means hurting their feelings, which could have a negative impact on their relationship, and females are more concerned about this issue. As a result, female students choose to express regret to their friends. They maintain the serenity of their friendships by apologizing and showing their regret for both major and minor offenses.

When students are involved in offenses against lecturers, however, the use of expressions of apology and explanations or accounts strategies are equal. Because lecturers have a higher social status than students, they are more polite in expressing their apologies by employing both strategies.

Female students chose acknowledgment of responsibility toward friends more than male students. The most of them admit to being guilty; they express their insufficiency and lack of desire to harm their friends. This is due to the fact that females express their personal feelings while emphasizing solidarity. They never consider that admitting they are responsible for the offense will have an

impact on their power or status in society. As a result, they will be seen as honest and responsible. This is also in line with the fact that female students are concerned about the hearer's apologizing strategy. Because the students are confident that they will not make the same mistake again, they only make the promise of forbearance 3 times by male students and 10 times by female students. As a reason, this strategy is rarely used by both male and female students.

D. CONCLUSION AND SUGGESTIONS
1. Conclusion

Based on the problems and the analysis of the data obtained, the researcher concludes that there are five strategies used by male and female students of English Department, Universitas Negri Padang such as expression of apology, offer of repair, explanation or account of the situation, acknowledgement responsibility for offense, and promise of forbearance.

The differences of apology strategies used by male and female students was the second most preferable strategy by male students was Explanation or Account of the Situation and the second most preferable strategy by female students was Offer of Repair. Then, the third most used strategy by male students was Offer of Repair and female students had Explanation or Account of the Situation as the third most used strategy.

However, male and female students also have similarities in using apology strategies. Both male and female students had Expression of Apology as the most used strategy in their utterances. Then male and female students had Promise of Forbearance as the least used strategy in their utterances.

In their utterances, males and females are known to have different characteristics. Male employs rational thinking, focuses power and position, and prefers getting or offering solution to symphatize, whereas female uses personal feelings, emphasizes intimacy and solidarity, and apologizes for minor offenses. These are the elements that make it easier for male and female English Department students at Universitas Negri Padang to choose apologies strategies.

Since the main purpose of this study is to discover the differences or the similarities in using apology strategies, the study showed the strategies used by the students without mentioning the impact of those strategies on the hearer. The student's life setting used in this study may help to limit various types of offenses that may occur in daily lives. It did, however, help the students in answering the questions because the questions were designed to reflect situations that they would likely face on a daily basis.

To sum up, the hearers sometimes expect offenders to apologize in the manner that the hearers desire. However, male and female apology strategies differ. Misunderstandings can be avoided by understanding that each gender has a preferred strategy for apologizing, especially when persons are involved in mixed-gender interactions.

2. Suggestion

This study can be considered as a base for future research in the same field. The researcher offers some suggestions that could be relevant in future research. First, this study looks into the gender differences in apology strategies used by students. The researcher suggests that future researchers investigate at other characteristics that influence apology strategies, such as age, social status, and so on.

Second, the future researchers might look at the variations in the students' apology strategies and responses. Lastly, future researchers can apply additional theories to the classification of apology strategies. This study should perhaps serve as a starting point for other studies looking at student apologies strategies.

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