CHAPTER I

INTRODUCTION

A. Background of the Research

At the late of nineteen century, gender was only used in grammar, and inly used to distinguish a category of noun 'feminine nouns' and 'masculine nouns'. Than, the scientist used the word gender to refer a people 'sex' but still not quite the same. In the same time, at 1955 the meaning of the word Gender began to change, that referred to people's behavior.

Outside of their grammatical category, the word 'gender' was not used to refer to people. At that time, when one spoke about someone being gender its refers to 'male' or 'female', the word used was *sex*. In social sciences, there is a difference between 'sex' and 'gender'; the word 'sex' describes the body of someone's: sex organs and sex chromosomes show what sex someone is. The word 'gender' describes someone's personality or character. It says if someone *feels or acts* more like a female (*feminine*) or more like a male (*masculine*).

Gender could say as 'type' or 'kind' in Latin word *genus*, that referred to person's sex (male or female). When people use the word gender in this way, it is often because sex has many other meanings, making it hard to understand. Because in difference aspect and context gender would has difference meaning.

Depending on the context, gender has different meaning and perception, it may include biological sex , sex-based social structures , or gender identity. Biological sex means when people state the differences between male and female by physical biological. It would by voice, face, hair and etcetera. Then, for sex-based social structures means that the gender roles each other in human society. Likes women's role as mother and man's role as father. Distinguish from the other, gender identity refers to a personal identification with a particular gender and gender role in society. The term woman has historically been used interchangeably with reference to the female body, though more recently this usage has been viewed as controversial by some feminists. In other contexts, including some areas of social sciences, *gender* have a branch devoted to gender studies.

In the last two decades of the 20th century, the use of *gender* in academia has increased greatly, outnumbering uses of *sex* in the social sciences. And now in academician and education gender becoming a tools to distinguish something to get new information and developing science and socialist. Discussing about gender still interest for scientific and expert. In fact researching about gender is very interest and always shocking the researcher with the result founding.

Like as Loren and Jon R in Tarmidiiyah Ghuzairoh research , show that female more emphatic than male, but there is no differences between male and female for accepting the apology. But, based on gender the emphatic feeling between

accepting apologies is different, because the emphatic feeling close with male not female.[1]

Another research from Ahmed Mohammed Ali Abdul-Ameer Abu Humeid talked that, Iraqi females use more apology strategies than Iraqi males. But the Iraqi male use the strategies to higher level, while the American males use the strategies to lower position.[2]

If the other research discussed about the differences strategies used by male and female and distinguish with some nation . The researcher had been Curiosity about the condition that require male and female do the apologies and investigated male or female which is more polite. The issue would be discussed in this research entitle *"Gender Differences In The Usage Of Apology: A Pragmatic Study.*

B. Statements of the Problem

In this case, the researcher formulated the problem in these following question:

1. In what condition do male and female do the apologies?
2. Which one is more polite, male or female?

---

[1] Tahmidiyah Ghuzairoh, "Perbedaan Forgiveness ditinjau dari Jenis Kelamin pada Budaya Jawa", A thesis for Sajarana Deegre of UIN MALANG. 2015
[2] Ahmed Mohammed, "The Effect of Gender and Status on the Apology Strategies Used by American Native Speakers of English and Iraqi EFL University Students", in Humanities and Social Sciences Journal, Vol.3, No.2, 2013.

C. The Objective of the Research

Based on the statements of the problem above, the following lists are the objective of the research:

1. To explain the conditions which is requiring male and female to do the apologies.
2. To investigate which one is more polite, male or female

D. Significance of the Research

There are three categorized the importance of study, they are:

1. The reader

    This research provides information to the reader and show how male and female do the apologies.

2. University

    It is hope that this result of research will be one of resources material in Pragmatic subject which is developing students interest with Pragmatic subject.

E. Conceptual Framework

This study is conduct in 5th semester of english student department. It is in line the problem of this study that this study focus on apology strategies which is the 5th semester hopeful mastery the English apology expression.

There are six situation was design to asked the students answer the questionnaire. It was design in English and the

participants asked to answer the questionnaire with English also. In order that respondents answered in each situation and each strategy were classified base on models that use in western or American study about apology strategies.

The questionnaire modify design by DCT (Discourse Compilation Test) which is taken the context from daily real life event where might happen, if its necessary the context will modify from movie scene. Selection of the context in the questionnaire in order to find out the naturalness of the answer in the questionnaire. The context is intended to limit the participant's respond in each question so that the researcher will get the appropriate respond with the questions. The DCT also use to control the variables and analyze the data accordingly. The DCT can be useful for providing a preliminary look at cultural preferences in the performance of apologies analysis.

F. Previous Study

The following studies have been reviewed in relation to the present study

1. **Investigation Apology Strategy among Male and Female Kurdish Bilinguals at Ilam[3]**

Halimeh Ghanbari et all conducted the research in 2014 as 2nd GLOBAL CONFERENCE on PSYCHOLOGY RESEARCHES, 28-29, November 2014. This research was

---

[3] Halimeh Ghanbari, et all., "Investigating Apology Strategy among Male and Female Kurdish Bilinguals at Ilam",Procedia – Social and Behavioral Sciences Journal, 190 (2015) 477-484.

conducted to exploring and describing apology strategies among Kurdish bilinguals in Ilam, Iran. This study is significant because its aimed to finding out the differences both male and female apology strategies.

Eighty subject of Kurdish bilinguals in Ilam was chosen randomly, consisting of 40 male and 40 female subject. The data was collected through a controlled elicitation method based on a questionnaire and used t-Test to show the meaningfulness of relationship between gender of respondents and their apology strategies. The result shown that there is no meaningful relationship between gender and apology strategies used by Ilami people. The result indicated that respondents have frequent tendency toward using "explanation", " taking responsibility", and "offer of repair" strategies.

Based on the research above, the researcher find the similarity with her research, such as this research discuss the differences of apology strategy use by male and female in Kurdish and indicate the higher frequency in what strategies. But, the differences is in this research doesn't talk about politeness strategy use by male and female and investigate which one is more polite, male or female. And this research used Kurdish language for the instrument of research.

2. A Study on Gender-Based Differences in Apology Strategies of English Department Students in Campus Setting[4]

Fitrahnanda Ayubadiah conducted this thesis in 2014as final project for Sarjana's Degree in Language and Literature Department, Brawijaya University, Malang. This research was conducted to find out the strategies used by students of English Department Brawijaya University. This study was significant and relevance because finding outs the types of apology strategies used by female and male and conducted the factors that facilitate the differences of apology strategies used by male and female. This study used qualitative approach since the data collected are in the form of sentences and analyze the utterances both them.

This study was carried out 10 participants, included 5 male students and 5 female students with certain criteria. According the data, the result of this study is that make and female students tend to use different strategies in making apology. Male students tend to use explanation or account of situation strategies while female students tend to use expression of apology strategies. Female students use acknowledgement of responsibility strategy toward friends more while male students only use this strategy toward lectures. Direct offer of repair are mostly used by male

---

[4] Fitrahnanda Ayubadiah. "A study on Gender-Based Differences in Apology Strategies of English Department Students in Campus Setting", A Thesis of Sarjana Degree, Universitas Brawijaya, Malang, 2014).

students. The factors that facilitate the use of different apology strategies are female usually involves personal feeling, emphasizes in intimacy and solidarity and apologizes for light offences whereas male uses logical thinking, emphasizes in power and status prefer getting or giving solution rather than to sympathy.

Based on the research above, the researcher find the similarity with her research, such as, this research talked about the differences apology use by male and female and talk the factor that facilitate the differences strategy by male and female. This factor would be used full to analyze data. This research also used English language in the Instrument of research and took the place in campus setting. Here, the researcher also find the differences. In this research, the differences is doesn't talk about politeness strategy use by male and female and investigate which one is more polite, male or female.

G. Organization of Writing

This paper is systematically divided into five chapters. Each point explained different matters in line with the topic that discussed:

Chapter I is Introduction. In this chapter the researcher described background of study, statement of problem, objective of the study, significance of study, conceptual framework and organization of the writing.

Chapter II is Literature review. It Describes the Theories used in developing the study. All of them will serve the fundamental references in conducting and analyzing the study. It is divided into three parts. *First,* the part of theory gender. *Second part,* theory of apology. *Third,* Theory of speech act.

Chapter III is research Methodology. It concerns in the method of investigation conducted by the researcher. It gives the description of the research design, the object of the study, the research procedures, the instruments, and the data analysis.

Chapter IV is Research Finding and discussion of research. In this chapter describe the data and the data interpretation.

Chapter V is closing which consist of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theory of Gender

1. Definition of Gender

Gender means 'type'. It is a word commonly used for a person's sex (male or female). When people use the word gender in this way, it is often because *sex* has many other meanings, making it hard to understand. "Gender" comes from the Latin word genus which meant "kind" or "type". Sonya O. Rose in her books about *what is Gender History?*, state that in popular discourse sex and gender have been considered by synonyms and frequently which is interchangeably. But the term 'gender' was closed to feminist cultural construction of sex difference, in contrast to the term 'sex', which was thought to mean 'natural' or 'biological' meaning of it. The socially constructed make the idea of fundamental definition 'gender'. What it means to be man and what it means to be women, the definition or understanding of masculinity and femininity, the characteristics of male and female identities – all are products of culture.[5]

The history of gender comes from the response of debates about women's history which is began in the late

---

[5] Sonya O. Rose, (2010). *What is Gender History?,* Polity Press: Cambridge, P.2

1960s and in the 1970's, continuing to this day gender history still as a crucial component topic. But histories of women written before the twentieth century generally concerned such figures as queens and saints. For the most part the lives of ordinary women went unrecorded and unremarked upon expect for the work of a few important predecessors to contemporary women's history who wrote during the first half of the twentieth century. Than, in the late of twentieth century, the meaning of the word gender began to change. A scientist studying the similarities and differences between men and women began to use the word gender in new ways, that referred to people's behavior. And now on in gender has new context discussion that encouraged its formation as an academic field of study.[6]

In social sciences, there is a difference between 'sex' and 'gender'. The word 'sex' describes the body. Sex organs and sex chromosomes show what sex someone is. And the word 'gender' describes someone's personality or character. It says if someone feels or acts more like a female (feminine) or more like a male (masculine).[7]

Biological theories explained that the ancestral origin of differences in gender roles is analyzed in term of

---

[6] Idiom, P.2-3

[7] David Haig (April 2004). "The Inexorable Rise of Gender and the Decline of sex: Social Chane in Academic Titles, 1945-2001". *Archives of Sexual Behavior* **33** (2): 87–96.

mate preferences, reproductive strategies, parental investment in offspring, and the aggressive nature of males. From this perspective, the differences of gender originated from successful ancestral adaptation to the different reproductive demands faced by men and women. [8] Therefore many current gender differences, such as the number of sexual partners preferred, criteria for selecting sexual partners, aggression, jealousy and the role they fulfill originated from the ancestral sex differentiated reproductive strategies.[9] Than the evolutionary psychology grounds gender differences in conceptions and gendered conduct, nor does it specify the determinants and mechanisms governing developmental changes across the life course. This evolutionary psychology provides the solution to the origin of gender differences in social behavior simply raises the regress problem as a superior alternative to more socially oriented explanations of gender differentiation.[10]

Differ from social scientist and biological scientist, Muslim public perception of the truth of how men and women's roles are appropriated in the Muslim word but the gendered vision of the public perception of the truth is not an Islamic invention. The gendered vision about how male

---

[8] Kay Bussey & Bandura, A. (1999). *Social Cognitive Theory of Gender Development and Differentiation.* Psychological Review,106. P. 6

[9] David M Buss & Schmitt, David, (1993). *Sexual Strategies Theory: An Evolutionary Perspective on Human Mating.* Article in Psychological Review

[10] Ibid. P. 7

and female think matter in interpreting the Qur'an and in recalling the appropriate hadith about male and female perspective. The gender thinking has since been fixed in the Muslim mind and producing and reproducing relevant interpretation of Qur'an.[11] The idea of equality between men and women was neither relevant to notions of justice nor part of the juristic landscape. To use an idiom from Islamic juristic tradition, gender equality is among the 'newly created issues", that is one of those issues for which there is no previous ruling.[12] Rather than seeing gender as a strict dichotomy, we should understand gender structures as interacting with the law, which also protects the weak – defined through gender and social status.[13]

While, in Indonesia itself, gender always been associated with politics. Gender and politics are at the heart of those processes and can be utilizes as a critical tool of analysis to investigate how Muslim are negotiating their religiosity in relation to the public sphere and the nation-state. Conceptual domain of gender and body politics with the mediatized public sphere. This issues only partially concern religion and more often refer to shifting moral conceptions of the masculine and feminine body in its

---

[11] Etin Anwar (2006). *"Gender and Self in Islam"*. P. 16-17
[12] Ziba Mir-Hosseini, et. all (2013). *GENDER AND EQUALITY IN MUSLIM FAMILY LAW "Justice and Ethics in the Islamic Legal Tradition"* Edited version P. 1
[13] Elke E. Stockreiter, (2015). *Islamic Law, Gender, and Social Change in Post-Abolition Zanziba.* P. 15

intersection with new class dynamic, national identity and global consumerism.[14]

Like as Megawati Soekarno Putri the first female president in Indonesia has an issues for the state to discuss. According to Sonja in her books, state that when Megawati become a president Pancasila doesn't avoid her to be a president and discriminate a female cannot be a president in Indonesia. Moreover in light of newly acclaimed democracy, if a women or a man was elected it was the choice of the people itself.[15]

From the theories above the researcher can make a conclusion that gender has a large meaning in education world despite at all gender has a big issues in anywhere. But in times, gender has many current differences among sexual between gender, differences among kind or types of people behavior, differences among people characteristics, and different perception in each notion or culture.

B. Theory of Apology

1. Definition of Apology

The apology has been defined in different meaning. According to Holmes, apologies express a negative politeness, because speakers awareness having impinged on

---

[14] Van Sonja Wichelen, (2010). *Religion, politics and Gender in Indonesia.* P. xiv

[15] Ibid, P. 33

the hearer's negative face and restricted her/his freedom of action in some way.[16] In addition Holmes state that, an apologies like a compliments.[17]

According to Leech, apologies as an attempt to redress an imbalance between the speaker and the addressee to make a committed insult, but it is not enough to apologies anyway. The apologies need to be successful in order for the hearer to forgive the speaker, and thus reestablish the balance.[18]

According Brown and Levinson, apologies are politeness strategies. To apologize is to act politely, both in habitually and strategies of paying attention to the addressee's face needs. An apology is a part of human communication occurs in every culture to keep a good relations between people.[19] Searle state that, an apologies is a part of speech act which is an 'expressive' act as same as 'thanking', 'congratulating', 'offering condolences' where

---

[16] Janet Holmes, (1989). *Sex Differences and Apologies: One Aspect of Communicative Competence.* Oxford University Press. P.194

[17] Janet Holmes, (1986, 1987b), as cited in Holmes, Janet. (1989). *Sex Differences and Apologies: One Aspect of Communicative Competence.* Oxford University Press. P.195 as

[18] Leech,G. N. (1983). *Principles of Pragmatics.* London in Darwish, Z.S. (2014). *Gender differences in the usage of apology: A case study of Native Speakers of English in Jordan's Private Schools.* A thesis for Degree of Master of Arts, Middle East University. P. 11

[19] Brown, P and S. Levinson (1987). *Politeness.* Cambridge: Cambridge University Press.

those expression is an emotional neutral speech act and closed with daily life of almost all people.[20]

Olshtain defines an apology as a speech act which to intended to provide support for the hearer who was actually or potentially affected by violation. When one offers an apology, one shows willingness to humiliate oneself to an extent that make an apology a face-saving act for the hearer and face-threatening act for speaker. [21]

To sump up definition of apology doesn't a forgiveness expression only and a speech act only but an apology including other utterances that show a politeness respect or action of it. But in each culture has different strategies in used the apologies expression in other hand a different strategies which was used cannot said as a non polite strategies to express.

2. Gender and Apology

According to Fitrahnanda Ayubadiah in her research, female usually involves personal feeling, emphasizes in intimacy and solidarity and apologizes for light offences whereas male uses logical thinking,

---

[20] Searle, John R. (1975). A taxonomy of illocutionary acts. in Cohen, D. Andrew and Elite Olshtain (2006). Developing a measure of sociocultural competence: The case of apology. Article in Language Learning . (October 2006)

[21] Olshtain, E. Cohen, A (1983), Apology: a speech act set. In Halimeh Ghanbari,. Et. all. (2014). *Investigating Apology Strategy among Male and Female Kurdish Bilinguals at Ilan.* 2nd global conference on psychology researches, 28-29, November 2014

emphasizes in power and status and prefer getting or giving solution rather than to sympathy.[22]

According to Schumann, female apologize more readily than male, there is systematic evidence to support this stereotype or its supposed bases. She added that, there was no gender difference in the proportion of offenses that prompted apologies. The findings suggest that male apologize less frequently than female because they have a higher threshold in what constitutes offensive behavior[23]

Gressel in Psychology Today blogs state, male wont apologize unless it's for something really, really serious or they were under duress. He state a reasons why male struggle with apologizing. There are:[24]

(1) Admitting I'm wrong. Means that male (I) somehow lesser in some way: less competent, les intelligent, less together

(2) Yes butting. Seems to stem from a male not being able to take clear responsibility for what he did wrong

(3) Vulnerability and weakness. For a man this can fel very threatening and it can get conflated with being weak

---

[22] Ayubadiah, Fitrahnanda, "A study on Gender-Based Differences in Apology Strategies of English Department Students In campus Setting". A paper for Sarjana Deegree of Universitas Brawijaya, 2014.

[23] Karina Schuman. "Why Wmen Apologize More Than Men". Association for Psychological Science 21 (11) 1649-1655. 2010 .SAGE Publlication.

[24] Josh Gressel, "Why Won't Mean Apologize?", September 04., 2016. https://www.psychologytoday.com/us/blog/putting-psyche-back-psychotherapy/201609/why-wont-men-apologize?amp

(4) Differing emotional expectation. Male are often not as focused on emotional nuance as their wives and partners, so its hard to apologize from this standpoint.

3. Types of Apology

The types of apology has conducted in variety strategy. There are a number of researchers who have develop systems for classifying apologies strategy such as:

A categorization of apology strategies that would be constantly revisited by many other scholars was made by Olshtain and Cohen:[25]

1. An expression of apology (I'm sorry)
2. An acknowledgement of responsibility (that's my fault)
3. An offer of repair (I will do extra work over the weekend)
4. A promise of forbearance (i.e., that it wont happen again)

The apologies strategy also conducted by Blum-Kulka and Olshtain; Trosberg, such as:[26]

---

[25] Cohen, D. Andrew and Elite Olshtain. (2006). *Developing a measure of sociocultural competence: The case of apology.* Article in Language Learning. October 2006

[26] Blum-Kulka and Olshtain 1984; Trosberg 1988, as cited in Ghanbari, Halimer. Et. all. (2014). *Investigating Apology Strategy among Male and Female Kurdish Bilinguals at Ilan.* 2nd global conference on psychology researches, 28-29, November 2014

1. An expression of apology (IFID), that's mean sorry, forgive me etc

2. An explanation or account, that means an account of the cause of the offense

3. An acknowledgement of responsibility, that means refer to expression which the apologizer admits to having responsibility for the offense.

4. An offer of repair, means repair or pay for damage cause by the offense.

5. Promise for forbearance, means the speaker promise not to repair the offense in future.

6. Intensification , means that the strategies consist of an IFID only does not have the apologetic power of another.

7. Denial of responsibility, this category range from those in which respondents avoid taking responsibility to expression to another.

Then, Ajimer stated differentaties thirteen apologies strategy as follow:[27]

    a. Explicit emotional

    1) Explicitly apologizing

    2) Expressing regret

    b. Explicit non-emotional

    1) Offering aplogy

    2) Acknowledgement a debt of aplogy

    3) Demanding forgiveness

    4) Explicitly requesting the hearer's forgiveness

    c. Implicit emotional

    1) Giving an explanation

    2) Expressing emotions

    d. Implicit non-emotional

    1) self-denigration or self-approach

    2) minimizing responsibility

    3) acknowledgement responsibility for the offended act

    4) Promising for forbearance from similar offending act

    5) Offending redress

---

[27] Ajimer, K (1996). *Converational Routines in English: Convention and Creativity*. In Darwish, Z.S. (2014). *Gender differences in the usage of apology: A case study of Native Speakers of English in Jordan's Private Schools.* A thesis for Degree of Master of Arts. Middle East University. P. 11

4. Apology in Indonesia

In Indonesia an apology as a norm and ethic which is one of the characteristic of Indonesian people as a humble citizen. It can be denied an apologies become as habitual of Indonesian people where is, when they are sent a text or an email to someone. They will say like *Sorry to bother you, but,,,,,,* or *I apologize beforehand for ,,,,,* or *Please forgive me if there is anything wrong.....*or something like then, even when there's absolutely nothing to be sorry for. But in fact, this tendency to apologize reflects Indonesian politeness and especially the soft-spoken nature of Sundanese and Javanese people. Perhaps reason why Indonesian people always do an apologies because Indonesians tend to be sensitive to other people's feeling and as much as possible seek to keep others from being annoyed, irritated or angered. In addition, in other condition the tendency of the apologies of Indonesian people seems more like comfortable to be courtesy first rather than to the point in the cases.

In other point of view, Indonesia has a tendency to seeking out the norm and ethic from Islam-Qur'an. That's why, an apologies is one of the important ethic in daily life. Sometimes, an apologies doesn't give a positive feedback. But with apologies its show that some people wants to fix the relationship before, this is as an aim of apologies. When people do the apologies means that he/she has a responsibility of the violation or a damage that he/she did

and show they direct regret, as individuals, asking the alternate, and make an promise they will not did it again.[28]

Here, the apologies as transactional and transformational which is to rebuilt the relationship in order to fix it back and an apologies has a power to change the situational ad character of some people.[29] That's prove an apologies is important ethic in daily life in Indonesian.

Apologies as a norm in Indonesia which is always be taught to children since they are at 4 years. Its important to be taught because an apologies is one of the mannered attitude of human. In addition, in order to habituate children to do apologies parents and teacher has importance figure to give an example of apologies and explained the duty to do apologies when we do a mistakes. With apologies children also will easier to socialize with environment.[30]

Based on the theorist above, in Indonesia an apologies is the norm which was have to be taught for children, because an apologies is a politeness daily life expression to other people. In order to building a nice communicate with people an apology is an important utterances among people.

---

[28] Kador, John (2009). Effective Apology merajut hubungan, memulihkan kepercayaan. P. 7

[29] Ibid. P. 9

[30] Syuhud, Fatih A (2012). *Menuju Kebangkitan Islam dengan Pendidikan.* P. 56

C. Theory of Speech Act

1. Definition of Speech Act

Back and Harnish state that a speech acts is more to a speech act than this. In their view, speech acts are a complex combination between utterances, locutionary, illocutionary and perlocutionary acts. Thus, the speech act schema, or SAS, is as follows, where e is an expression, S the speaker, and H the hearer: "In uttering e [utterance act], S says something to H [locutionary act]; in saying something to H, S does something [illocutionary act]; and by doing something, S affects H [perlocutionary act]"[31]

Meanwhile, kent Bach defined

"*almost any speech act is really the performance of several acts at once, distinguish by different aspects of the speaker's intention: there is the act of saying something, what one does in saying it, such as requesting or promising, and how one is trying to affect one's audience*". [32]

Speech acts are acts of communication. To communicate means to express a certain behavior, and the type of speech act being performed matches to the type of

---

[31] Kent Bach and Robert M. Hamish (2017). *Linguistics competence and speech acts*. ReseachGate Journal. P.3

[32] Kent Bach,"Speech Acts ."Speech Acts. Routledge Encyclopedia of Philosophy, n.d. Web. 10 Feb. 2014

behavior being expressed.[33] The pioneers of the speech act theory, includes apology, promise, request, and perform other linguistics acts.[34]

In brief a speech act is an communication expression and an utterances expression of someone when they were express something. And the expression was perform by the emotional content.

2. Types of Speech Act

According to Austin speech act can be analyzed on three levels:[35]

1. A Locutionary act ,the performance of an utterances: the actual utterance and its ostensible meaning. Comprising phonetic, phatic and rhetic acts corresponding to the verbal, syntactic and semantic aspects of any meaningful utterances.

2. An illocutionary, the pragmatic illocutionary force of the utterance, thus its intended significance as a socially valid verbal action.

3. Perlocutionary act, its actual effect, such as persuading, convincing, scaring, enlightening, inspiring, or otherwise getting someone to do or realize something, whether intended or not.

---

[33] Saffanah, A. Darwish (2014). *Gender Differences in the Usage of Apology: A Case Study of Native Speakers of English in Jordan's Private Schools.* A Thesis for Degree of Master of Arts in English Language and Literature. P. 6

[34] John Scarle (1969) and John Austin (1975, as cited in Saffanah (2014)

[35] Austin, L. J. (1962). How To Do Things With Word. Oxford University Press, Amen House, London.

D. Speech act and Politeness Rule

According to Robin T. Lakoff began the modern study of politeness from a pragmatic point of view in Lakoff, taking a broadly Gricean perspective and proposing three politeness rules: "don't impose" she came up with three rather different rules-"distance", "Deference" and "Camaraderie"- stating that these may have different degrees of importance according to the culture. Lakoff's account was not worked out in detail, but in set people thinking about the pragmatics impact of politeness on linguistics behavior and convention. [36] In addition, According to Lakoff, Unwillingness assert an opinion carried to an extreme. One likely consequence is that these sorts of speech-patterns are taken to reflect something real about character and play a part in not taking a women seriously or trusting her with any real responsibilities, since 'she cant make up her mind', and 'isnt sure of herself'.[37]

Politeness or "communicative altruism", in this broad sense, is a form of communicative behavior found very generally in human languages and among human cultures; indeed, it has been claimed as a universal phenomenon of human society. To be polite, is to speak or behave in such a way as to give benefit or value not to yourself but to the other person, especially the person you are conversing with. Being politeness in speaking made you a humble person and show your respect to

---

[36]Leech, Geoffrey. (2014). *The pragmatics of Politeness* P. 33
[37] Lakoff, Robin (1973). *Language and Women's Place.* P. 56

other. In principle and sometimes about the world is distinct from telling the truth.[38] Leech also define eight characteristics of politeness such as; *obligatory, gradations, sense of what is normal, depends on the situations, reciprocal asymmetry, battle of politeness, transaction of value,* and *balance* which is represents politeness an having a potentially enduring effect on human relations in the form of social capital: a balance sheet between two people-albeit a vague and implicit balance sheet-is kept in terms of favors and debts.[39]

Brown and Levinson used Goffman's face theory as a foundation for explaining human interactions that revolved around being polite, they expanded and added to face theory arguing that we have two faces; one based on a desire for approval and acceptance by other (positive face), and the other based on a desire to proceed without being impeded upon (negative face). Brown and Levinson deals, extensively with face-threatening acts, which they define as "those acts that by their very nature run contrary to the face wants of the addressee and/or speakers" face-threatening acts can be toward our positive face and/or negative face, and caused by acts we engage in ourselves or the acts of others toward us.[40] They distinguish between negative face and positive face. Positive

---

[38] Op. cit. P. 3-4
[39] Op. cit. P. 19
[40] Redmond, V. Mark (2015). *Face and Politeness Theory*. P. 4-9

face is the desire to be liked and appreciated by other. Negative face is the desire not to be imposed upon, disturbed.[41]

Here, to sum up the theories about, politeness concept is also closely related to the speech act theory and to apology.[42] In the other hand, each culture has different concepts and rules.

---

[41] Brown, p and S. Levinson. (1987). Politeness in Saffanah, A. Darwish (2014). *Gender Differences in the Usage of Apology: A Case Study of Native Speakers of English in Jordan's Private Schools.* A Thesis for Degree of Master of Arts in English Language and Literature. P. 19

[42] Saffanah, A. Darwish (2014). *Gender Differences in the Usage of Apology: A Case Study of Native Speakers of English in Jordan's Private Schools.* A Thesis for Degree of Master of Arts in English Language and Literature. P. 20

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

Related to this study, the researcher conducted this research to use a qualitative method. According to Tavacoli, qualitative research is a research methodology that attempting to control contextual factor, but rather seeking through a variety of method, to understand things from the informant's point of view, creating a rich and in-depth picture of the phenomenon under investigation.[43] Kothari state that qualitative research concerned with qualitative phenomenon which is the quality or kind of human behavior. The important of qualitative research is the aim of research which is behavioral sciences underlying motives of human behavior.[44] From those state above, qualitative research is appropriate method to this research, which is the researcher analyzed of human behavior and finding the motives of human behavior.

Then, to support this study, the researcher used a case study method to answered the question of a general topic from this research about. According to Kothari , case study is essentially an intensive investigation of the particular unit under consideration. The object of the case study method is to locate the factors that account for the behavior-patterns of the given

---

[43] Hossein Tavacoli, *A Dictionary of Research Methodology and Statistic in Applied Linguistics (Tehran: Rahmana Press, 2012), 515*

[44] C.R. Kothari, *Research Methodology & Technique & second Revised Edition, (New Delhi;New AgePublisher, 2004), p.2*

unit as an integrated totality. [45] According to H. Odum in Kothari's book state that, "the case study method is a technique by which individual factors whether it be an institution or just an episode in the life of an individual or a group is analyzed in its relationship to any other in the group." [46] Thus, a fairly exhaustive study of a person (As to what he does and has done, what he thinks he does and had done and what he expects to do and says he ought to do) or group is called a life or case history. [47] In brief, the case study method is a form of qualitative analysis where observe and investigate of an individual or situational is done.

According to Rajit, a case study can design based on the assumption that case being studied is a typical of cases of certain type and therefore a single case can provide insight into the events and situations prevalent in a group from where the case has been draw. In this design your attempt is not to select a random sample but a case that can provide you with as much information as possible to understand the case in its totality. [48] That's why the researcher used a quota sampling to got 10 participant of 5 male and 5 female who seats in fifth semester.

---

[45] Ibid, P. 113

[46] H. Odum, *An Introduction to Sosial Research,* P. 229 in Kothari, *Research Metodology methods and techniques,* P.113

[47] Burgess, *Research Method in Sociology*, P.26 in Georges Gurvitch and W.E. Moore (Eds.) *Twentieth Century Sociology* noted by Kothari, *Research Methodology methods and techniques,* P.113

[48] Rajit Kumar, *Research Methodology a step-by-step guide for beginners,* (SAGE Publications: London, 2011) p. 102

B. Place and Time

For conducting this research, the researcher taken the data at The State University for Islamic Studies Banten.

This researcher conducted the research on 04th September 2018 – 02nd November 2018.

C. Subject of Research

To support this study, the researcher focused to participant which is at the age about 20-21 ages. According to Piaget and Berk in Herlina's citation, the operation phase or cognitive development for teenagers being in the top of the capacity to think an abstract. Then, they were able to think like a scientists in solving a problem.[49] Generally, the participant who at the 20-21 ages seats in the fifth semester in the higher educational levels. Then, automatically the participant known and mastered well the apology substance which is appropriate to find out the focus of this research analysis.

The researcher used quota sampling to get a sample from the population. Quota sampling is an access directing the researcher to take the sample of population which is the researcher does not need any information about the sample.[50] In this research, researcher takes 10 sample required of 5 males and 5 females students university of Islamic Studies Banten

---

[49] Herlina (2013). *Bibliotherpy: Mengatasi Masalah Anak dan Remaja melalui Buku.* Bandung: pustaka Cendekia Utama.
[50] Opcit, P. 102

which is seats in fifth semester . the participants would be identify as M1-M5 for male and F1-F5 for female.

D. Collecting Data

The data of this study was collected through from DCT (Discourse Completion Test) which modified design by CCSARP (Blum-Kulak) and *Other research*[51]. There are two types of DCT that would be used in this research such as 'Yes-No Question of DCT' and 'Opened question of DCT'. To get the data for answering the research question number one the researcher made 'Yes-No Questions of DCT' and to get the data for answering question number two the researcher used 'Opened question of DCT'. In 'Yes-No Question of DCT' instrument consisted of item which the answer had been presented by the researcher, so that the participant could only choose one of the answer like 'no' or 'yes'. The question in this instrument would presented by English and the context of questionnaire was chosen and designed where might happen in daily real life in campus. Different form 'Yes-No Question of DCT', the 'opened question of DCT' consist of six question, in each question has different context. The context of questions number 1-3 shown the different levels of social distance closeness, stranger and middle status of social distance, were represented by friends, stranger and librarian. Then, in question number 4-6 shown the different power of participant, such as

---

[51] Andrew D. Cohen, *The Production of Speech Acts by EFL Learners*, 1993

high-low (The speaker has power over the hearer), low-high (the hearer has power over the speaker) and equals (no participant has power over the other). Form Those differences were represented by lecturer-collage, collage-lecturer and friend-friends. Then, all question written by English and the participant also answered the question by English also

E. Technique of Data Analysis

In analysis the data the researcher would following this steps:

1. Collecting data
2. Categorizing and identification data
3. Description and comparing data

   Referring to the steps of analysis the data above, the data analyze as follows:

   1. Collecting data

      Here, the researcher begin to doing several instrument to gathering or collecting the data.

   2. Categorizing and Identification data

      In this step, the researcher used categorizing technique for research question number one. The categorized of data based on the condition in the instrument. In order to facilitate the description about the researcher used a table to input the data after categorizing data have done. The table shown in the attachment. Then, for research

question number two the researcher would identification the data based on the participant's answer of the instrument about and clarified the participant's answer into the types of apology. The researcher used the table also to facilitate the next step of technique of analyzed data and the table shown in the attachment.

3. Description and Match data

The last step of analyzed the data is description and matching data. Description the data used for researcher question number one where the researcher explained the different conditions between male and female do the apologies. Then for research question number two the researcher matching the data with the politeness rule theories.

CHAPTER IV

RESULT AND DISCUSSTION

A. The Description of Data

To get the data, the researcher took the data by sent the instrument via WhatsApp group chatting application. The researcher used DCT for the instrument of this research. The DCT designed into two types to support this research, such as 'Yes-No question of DCT' and 'Opened question of DCT'. The 'Yes-No question of DCT' carried out to explain the conditions which is requiring male and female to do the apologies. And the 'Opened question of DCT' focus to investigated which one is more polite between male or female. In this case, the researcher takes 10 participants consists of 5 male and 5 female students university of Islamic Studies Banten which is seats in fifth semester.

To know the result gained from the research, the writer used a table to describes the data and analyzed the data of the conditions which is requiring male and female do the apology and investigating which one is more polite between male or female.

1. Yes-No Question of DCT
   a. Male

Table 4.1 The Recapitulation of Students Male Answer of 'Yes-No Question'

Number of Condition	Male									
	M1		M2		M3		M4		M5	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	□		□		□			□	□	
2	□		□		□		□		□	
3		□	□		□			□		□
4	□		□		□		□		□	
5		□	□		□			□	□	
6		□	□		□			□	□	
7	□		□		□		□			□
8	□		□		□			□	□	
9	□		□		□			□	□	
10		□		□	□			□	□	
11		□	□		□			□		□
12	□		□		□			□	□	
13	□		□		□		□			□
14		□	□		□			□		□
15	□		□		□			□	□	

From the recapitulation of data above, it had known that total number of male students answer is 30 which is the students could chose yes or no in 15 situation. In the following, the writer made the graphic to description more clear of male students answer.

Graphic 4.1

Total Male students' answer
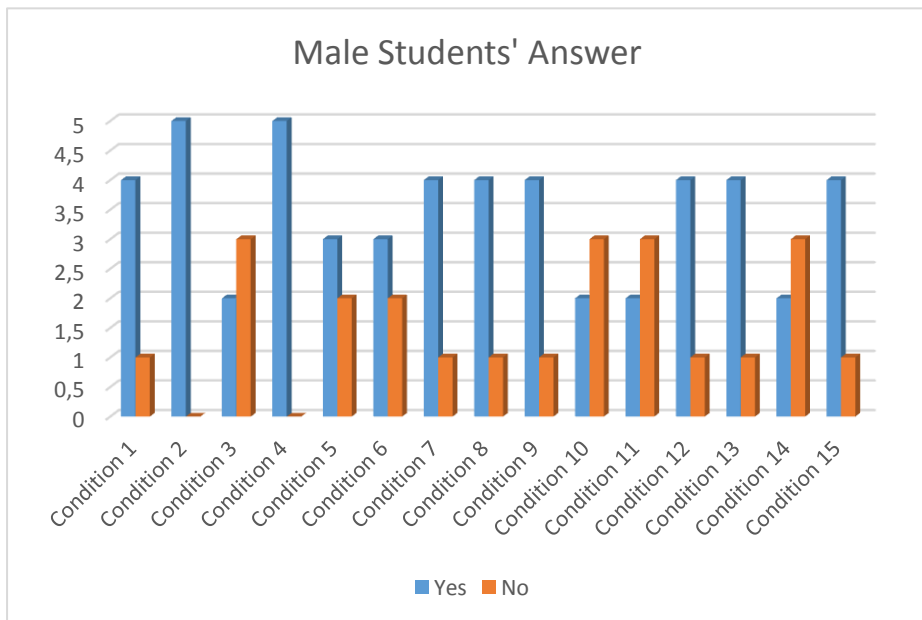
Male Students' Answer

Based on the graphic 1 above, the male students answer has different scale. The different scale would explained bellow:

Table 4.2 The different scale of male students' answer

Condition	Explanation
Condition 1	**:** Four male students' answer yes and one male students' answer no
Condition 2	: All male students' answer yes
Condition 3	: Two male students' answer yes and three male students' answer no
Condition 4	: All male students' answer yes
Condition 5	: Three male students' answer yes and two male students' answer no
Condition 6	: Three male students' answer yes and two male students' answer no
Condition 7	**:** Four male students' answer yes and one male students' answer no
Condition 8	**:** Four male students' answer yes and one male students' answer no
Condition 9	**:** Four male students' answer yes and one male students' answer no
Condition 10	: Two male students' answer yes and three male students' answer no
Condition 11	: Two male students' answer yes and three male students' answer no
Condition 12	**:** Four male students' answer yes and one male students' answer no
Condition 13	**:** Four male students' answer yes and one male students' answer no
Condition 14	: Two male students' answer yes and three male students' answer no
Condition 15	**:** Four male students' answer yes and one male students' answer no

From the table 4.2, it can see that only in condition 2 and condition 4 where is all male students would do the apologies, then the condition 1, condition 3, condition 5, condition 6, condition 7 condition 8, condition 9, condition 10, condition 11,

condition 12, condition 13, condition 14, and condition 15 there are male students would and wouldn't do the apologies. The explanation why male student would and wouldn't do the apologies would described in the analysis data.
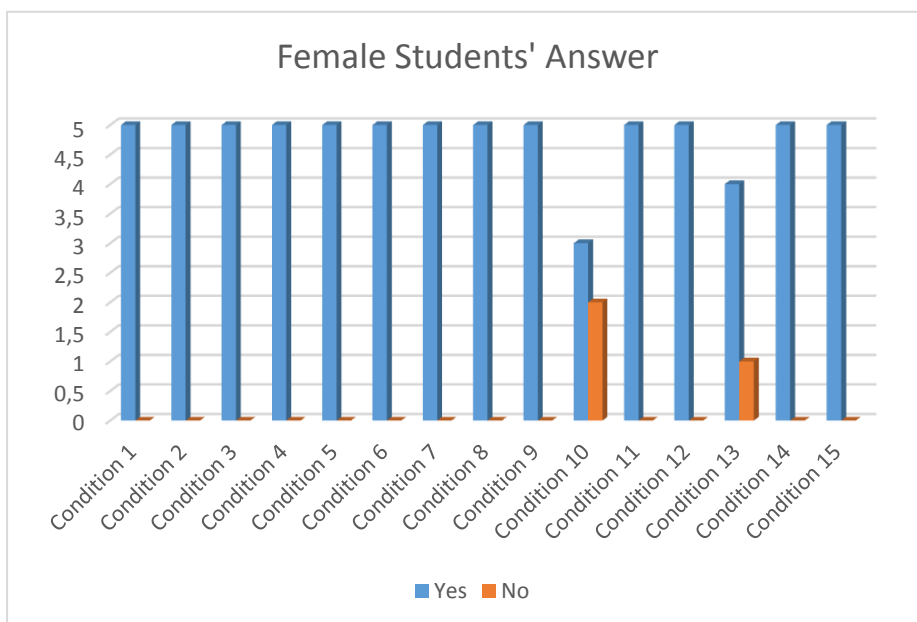
b. Female

Table 4.3 The recapitulation of female students answer of 'Yes-No Question of DCT'

Number of Condition	Female									
	F1		F2		F3		F4		F5	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	□		□		□		□		□	
2	□		□		□		□		□	
3	□		□		□		□		□	
4	□		□		□		□		□	
5	□		□		□		□		□	
6	□		□		□		□		□	
7	□		□		□		□		□	
8	□		□		□		□		□	
9	□		□		□		□		□	
10	□			□	□			□	□	
11	□		□		□		□		□	
12	□		□		□		□		□	
13	□		□		□			□	□	
14	□		□		□		□		□	

15	☐		☐		☐		☐		☐	

From the recapitulation of data above, it had known that total number of male students answer is 30 which is the students could chose yes or no in 15 situation. In the following, the writer made the graphic to description more clear of male students answer.

Graphic 4.2

Total Female Students' answer

Female Students' Answer

Based on the graphic 1 above, the male students answer has different scale. The different scale would explained bellow:

Table 4.4 The different scale of female students' answer

Condition	Explanation
Condition 1	**:** Four female students' answer yes and one female students' answer no
Condition 2	**:** Four female students' answer yes and one female students' answer no
Condition 3	**:** Four female students' answer yes and one female students' answer no
Condition 4	**:** Four female students' answer yes and one female students' answer no
Condition 5	**:** Four female students' answer yes and one female students' answer no
Condition 6	**:** Four female students' answer yes and one female students' answer no
Condition 7	**:** Four female students' answer yes and one female students' answer no
Condition 8	**:** Four female students' answer yes and one female students' answer no
Condition 9	**:** Four female students' answer yes and one female students' answer no
Condition 10	: Three female students' answer yes and two female students' answer no
Condition 11	**:** Four female students' answer yes and one female students' answer no
Condition 12	**:** Four female students' answer yes and one female students' answer no
Condition 13	**:** Four female students' answer yes and one female students' answer no
Condition 14	**:** Four female students' answer yes and one female students' answer no
Condition 15	**:** Four female students' answer yes and one female students' answer no

From the table 4.4, it can see that only in condition 10 and condition 13 where is all female students wouldn't do the apologies, then the condition 1, condition 2, condition 3, condition 4,

condition 5, condition 6, condition 7, condition 8, condition 9, condition 11, condition 12, condition 14 and condition 15 all female students would do the apologies. The explanation why female student would and wouldn't do the apologies would described in the analysis data.

2. Opened Question of DCT

Then, for recapitulation of opened question of DCT and the result of this instrument, the researcher arranged the data by gender.

a. Male

Table 4.5 The recapitulation of male students' strategies in do the apology

GENDER	STRATEGIES
Male	An expression of apology + An explanation or account
	An expression of apology + An acknowledgement of responsibility
	An expression of apology + Offer of repair
	An expression of apology
	An offer of repair
	An acknowledgement of responsibility
	An expression of apology + an explanation or account + An acknowledgement of responsibility
	An expression of apology + Promise forbearance
	Give overwhelming reason + Promise forbearance

b. Female

Table 4.6 The recapitulation of female students' strategies in do the apology

GENDER	STRATEGIES
Female	An explanation or account + An expression of apology
	An expression of apology
	An expression of apology + An explanation or account
	Indicate reluctance
	An expression of apology + An acknowledgment of responsibility
	An offer of repair
	An expression of apology + An explanation or account + An acknowledgement of responsibility
	An acknowledgement of responsibility + An expression of apology
	An expression of apology + An explanation or account + Promise forbearance
	An expression of apology + promise forbearance
	An expression of apology + explicitly requesting the hearer's forgiveness

B. The Analyzing of Data

    1. Yes-No Question of DCT

        a. Male

            1) M1

Table 4.7 M1' responds

No of Question	Condition	Yes	No
1	You lost a book that you lend from your friends.	☐	
2	You lost a pen that you lend from your friend	☐	
3	You are not joined to do a group task.		☐
4	You forget to bring a book that you lend from your lecturer	☐	
5	You forget to pay a joint venture in your group presentation		☐
6	You broke your friend's motorcycle when you borrow it.		☐
7	You late to come to do a task group	☐	
8	You accidentally nudge your friend who is writing and make the writing messy.	☐	
9	You are not accompanied by an organization meeting	☐	
10	Yesterday you forgot to pay your feed in the canteen, today you remember it and would pay it.		☐
11	You get the rust of your classmates to holding the money, but the money is lost		☐
12	One time you top-up your sim card from your friend and forgot to pay, today your friend ask it.	☐	
13	You don't do the assignments that will be collected today.	☐	

14	The professor felt s tidal appreciated because when she was delivering the material you and your friend chatting.		☐
15	You aren't intentionally hit your professor because was in hurry.	☐	

Here from the table above, M1 would did an apology in condition 1, 2 , 3, 7, 8, 9, 12, 13, and 15, whereas M1 wouldn't did an apology in condition 3, 5, 6, 20, 11 and 14. Here, according to Ayubadiah (2014), M1 did an apology because had a feeling about emphasizes in power and status and logical thinking about his mistakes and according to Schumann (2010), M1 has a little threshold in do the apologize.

2) M2

Table 4.8 M2' responds

No of Question	Condition	Yes	No
1	You lost a book that you lend from your friends.	☐	
2	You lost a pen that you lend from your friend	☐	
3	You are not joined to do a group task.	☐	
4	You forget to bring a book that you lend from your lecturer	☐	
5	You forget to pay a joint venture in your group presentation	☐	
6	You broke your friend's motorcycle when you borrow it.	☐	
7	You late to come to do a task group	☐	

8	You accidentally nudge your friend who is writing and make the writing messy.	☐	
9	You are not accompanied by an organization meeting	☐	
10	Yesterday you forgot to pay your feed in the canteen, today you remember it and would pay it.		☐
11	You get the rust of your classmates to holding the money, but the money is lost	☐	
12	One time you top-up your sim card from your friend and forgot to pay, today your friend ask it.	☐	
13	You don't do the assignments that will be collected today.	☐	
14	The professor felt s tidal appreciated because when she was delivering the material you and your friend chatting.	☐	
15	You aren't intentionally hit your professor because was in hurry.	☐	

Here from the table above, M2 would did an apology in condition 1-9 and 11-15, whereas M2 only wouldn't did an apology in condition 10. So, according to Schumann (2010) in this condition M2 had a feeling about a less threshold in those constitutes offensive behavior but according to Ayubadiah (2014) M2 has higher logical thinking of the situation which is require him to apology, and emphasizes pf power and status.

3) M3

Table 4.9 M3' responds

No of Question	Condition	Yes	No
1	You lost a book that you lend from your friends.	☐	
2	You lost a pen that you lend from your friend	☐	
3	You are not joined to do a group task.	☐	
4	You forget to bring a book that you lend from your lecturer	☐	
5	You forget to pay a joint venture in your group presentation	☐	
6	You broke your friend's motorcycle when you borrow it.	☐	
7	You late to come to do a task group	☐	
8	You accidentally nudge your friend who is writing and make the writing messy.	☐	
9	You are not accompanied by an organization meeting	☐	
10	Yesterday you forgot to pay your feed in the canteen, today you remember it and would pay it.	☐	
11	You get the rust of your classmates to holding the money, but the money is lost	☐	
12	One time you top-up your sim card from your friend and forgot to pay, today your friend ask it.	☐	
13	You don't do the assignments that will be collected today.	☐	
14	The professor felt s tidal appreciated because when she was delivering the material you and your friend chatting.	☐	
15	You aren't intentionally hit your	☐	

	professor because was in hurry.		

Different from the other male participants, M3 would did an apology in all condition. Here in M3 cases, according to Ayubadiah (2014), he has the highest logical thinking among the other male student, and prefer getting or giving solution from all condition.

4) M4

Table 4.10 M4' responds

No of Question	Condition	Yes	No
1	**You lost a book that you lend from your friends.**		☐
2	**You lost a pen that you lend from your friend**	☐	
3	**You are not joined to do a group task.**		☐
4	**You forget to bring a book that you lend from your lecturer**	☐	
5	**You forget to pay a joint venture in your group presentation**		☐
6	**You broke your friend's motorcycle when you borrow it.**		☐
7	**You late to come to do a task group**	☐	
8	**You accidentally nudge your friend who is writing and make the writing messy.**		☐
9	**You are not accompanied by an organization meeting**		☐
10	**Yesterday you forgot to pay your feed in the canteen, today you remember it and would pay it.**		☐
11	**You get the rust of your classmates to holding the money, but the money is**		☐

	lost		
12	One time you top-up your sim card from your friend and forgot to pay, today your friend ask it.		☐
13	You don't do the assignments that will be collected today.	☐	
14	The professor felt s tidal appreciated because when she was delivering the material you and your friend chatting.		☐
15	You aren't intentionally hit your professor because was in hurry.		☐

Here from the table above, M4 would did an apology in condition 2, 4, 7, and 13, whereas M4 wouldn't did an apology in condition 1, 3, 5, 6, 8-12, and 14-15. In this case according to Schumann (2010), M4 has a higher threshold in the constitutes offensive behavior in to the apologize.

5) M5

Table 4.11 M5' responds

No of Question	Condition	Yes	No
1	You lost a book that you lend from your friends.	☐	
2	You lost a pen that you lend from your friend	☐	
3	You are not joined to do a group task.		☐
4	You forget to bring a book that you lend from your lecturer	☐	
5	You forget to pay a joint venture in your group presentation	☐	
6	You broke your friend's motorcycle when you borrow it.	☐	

7	**You late to come to do a task group**		☐
8	**You accidentally nudge your friend who is writing and make the writing messy.**	☐	
9	**You are not accompanied by an organization meeting**	☐	
10	**Yesterday you forgot to pay your feed in the canteen, today you remember it and would pay it.**	☐	
11	**You get the rust of your classmates to holding the money, but the money is lost**		☐
12	**One time you top-up your sim card from your friend and forgot to pay, today your friend ask it.**	☐	
13	**You don't do the assignments that will be collected today.**		☐
14	**The professor felt s tidal appreciated because when she was delivering the material you and your friend chatting.**		☐
15	**You aren't intentionally hit your professor because was in hurry.**	☐	

Here from the table above, M5 would did an apology in condition 1-2, 4-6, 8-10, 12 and 15, whereas M5 wouldn't did an apology in condition 3, 7, 11, 13 and 14. Here, according to Ayubadiah (2014), M5 did an apology because had a feeling about emphasizes in power and status and logical thinking about his mistakes and according Schumann (2010), M5 has a little threshold in do the apologize.

b. Female

1) F1

Table 4.12 F1' responds

No of Question	Condition	Yes	NO
1	You lost a book that you lend from your friends.	☐	
2	You lost a pen that you lend from your friend	☐	
3	You are not joined to do a group task.	☐	
4	You forget to bring a book that you lend from your lecturer	☐	
5	You forget to pay a joint venture in your group presentation	☐	
6	You broke your friend's motorcycle when you borrow it.	☐	
7	You late to come to do a task group	☐	
8	You accidentally nudge your friend who is writing and make the writing messy.	☐	
9	You are not accompanied by an organization meeting	☐	
10	Yesterday you forgot to pay your feed in the canteen, today you remember it and would pay it.	☐	
11	You get the rust of your classmates to holding the money, but the money is lost	☐	
12	One time you top-up your sim card from your friend and forgot to pay, today your friend ask it.	☐	
13	You don't do the assignments that will be collected today.	☐	
14	The professor felt s tidal appreciated because when she was delivering the material you and your friend chatting.	☐	

| 15 | You aren't intentionally hit your professor because was in hurry. | ☐ | |

Here different from male participant answer the female participant answer F1, would did an apology in all condition. According to Ayubadia (2014), F1 used a personal feeling, sympathy ,intimacy and solidarity to all situations above.

2) F2

Table 4.13 F2' responds

No of Question	Condition	Yes	NO
1	You lost a book that you lend from your friends.	☐	
2	You lost a pen that you lend from your friend	☐	
3	You are not joined to do a group task.	☐	
4	You forget to bring a book that you lend from your lecturer	☐	
5	You forget to pay a joint venture in your group presentation	☐	
6	You broke your friend's motorcycle when you borrow it.	☐	
7	You late to come to do a task group	☐	
8	You accidentally nudge your friend who is writing and make the writing messy.	☐	
9	You are not accompanied by an organization meeting	☐	
10	Yesterday you forgot to pay your feed in the canteen, today you remember it		☐

	and would pay it.		
11	You get the rust of your classmates to holding the money, but the money is lost	☐	
12	One time you top-up your sim card from your friend and forgot to pay, today your friend ask it.	☐	
13	You don't do the assignments that will be collected today.	☐	
14	The professor felt s tidal appreciated because when she was delivering the material you and your friend chatting.	☐	
15	You aren't intentionally hit your professor because was in hurry.	☐	

Here from the table above, F2 had a same answer with M2 which is they were did an apology in condition 1-9 and 11-15, whereas only wouldn't did an apology in condition 10. According to Ayubadiah (2014), F2 used a personal feeling, sympathy ,intimacy and solidarity to all situations above.

3) F3

Table 4.14 F3'responds

No of Question	Condition	Yes	NO
1	You lost a book that you lend from your friends.	☐	
2	You lost a pen that you lend from your friend	☐	
3	You are not joined to do a group task.	☐	
4	You forget to bring a book that you lend from your lecturer	☐	
5	You forget to pay a joint venture in your group presentation	☐	
6	You broke your friend's motorcycle when you borrow it.	☐	
7	You late to come to do a task group	☐	
8	You accidentally nudge your friend who is writing and make the writing messy.	☐	
9	You are not accompanied by an organization meeting	☐	
10	Yesterday you forgot to pay your feed in the canteen, today you remember it and would pay it.	☐	
11	You get the rust of your classmates to holding the money, but the money is lost	☐	
12	One time you top-up your sim card from your friend and forgot to pay, today your friend ask it.	☐	
13	You don't do the assignments that will be collected today.	☐	
14	The professor felt s tidal appreciated because when she was delivering the material you and your friend chatting.	☐	
15	You aren't intentionally hit your	☐	

	professor because was in hurry.		

Here F3 had a same answer with M3 and F1 which is would did an apology in all conditions. According to Ayubadiah (2014), F3 used a personal feeling, sympathy ,intimacy and solidarity to all situations above

4) F4

Table 4.15 F4' responds

No of Question	Condition	Yes	NO
1	You lost a book that you lend from your friends.	☐	
2	You lost a pen that you lend from your friend	☐	
3	You are not joined to do a group task.	☐	
4	You forget to bring a book that you lend from your lecturer	☐	
5	You forget to pay a joint venture in your group presentation	☐	
6	You broke your friend's motorcycle when you borrow it.	☐	
7	You late to come to do a task group	☐	
8	You accidentally nudge your friend who is writing and make the writing messy.	☐	
9	You are not accompanied by an organization meeting	☐	
10	Yesterday you forgot to pay your feed in the canteen, today you remember it and would pay it.		☐
11	You get the rust of your classmates to holding the money, but the money is lost	☐	

12	One time you top-up your sim card from your friend and forgot to pay, today your friend ask it.	☐	
13	You don't do the assignments that will be collected today.		☐
14	The professor felt s tidal appreciated because when she was delivering the material you and your friend chatting.	☐	
15	You aren't intentionally hit your professor because was in hurry.	☐	

From the table above, F4 would did an apology in condition 1-9, 11-12, and 14-15, whereas F4 wouldn't did an apology in condition 10 and 13. According to Ayubadiah (2014), F4 used a personal feeling, sympathy ,intimacy and solidarity to all situations above.

5) F5

Table 4.16 F5' Responds

No of Question	Condition	Yes	NO
1	You lost a book that you lend from your friends.	☐	
2	You lost a pen that you lend from your friend	☐	
3	You are not joined to do a group task.	☐	
4	You forget to bring a book that you lend from your lecturer	☐	
5	You forget to pay a joint venture in your group presentation	☐	
6	You broke your friend's motorcycle when you borrow it.	☐	

7	You late to come to do a task group	☐	
8	You accidentally nudge your friend who is writing and make the writing messy.	☐	
9	You are not accompanied by an organization meeting	☐	
10	Yesterday you forgot to pay your feed in the canteen, today you remember it and would pay it.	☐	
11	You get the rust of your classmates to holding the money, but the money is lost	☐	
12	One time you top-up your sim card from your friend and forgot to pay, today your friend ask it.	☐	
13	You don't do the assignments that will be collected today.	☐	
14	The professor felt s tidal appreciated because when she was delivering the material you and your friend chatting.	☐	
15	You aren't intentionally hit your professor because was in hurry.	☐	

And last F5 had a same answer with F3, M3 and F1 which is would did an apology in all conditions. According to Ayubadiah (2014), F1 used a personal feeling, sympathy ,intimacy and solidarity to all situations above.

2. Opened Question of DCT

    a. Male

      1) Frist situation

Table 4.17 Male responds of situation 1

Male Respondents – Situation 1 " You arranged to meet a friend in order to study together for exam. You arrive half an hour late for meeting"		
Students answer	**Categories**	**Polite rules based on**
(M1) I'm so sorry, I'm very busy today with the task	**An explanation or account + an expression of apology**	**Cohen and Olshtain (2006)**
(M2) I'm so sorry, because I have some problem at my home	**An explanation or account + an expression of apology**	**Cohen and Olshtain (2006)**
(M3) So sorry, there is something trouble at my home so I have to finish it	**An explanation or account + An expression of apology**	**Cohen and Olshtain (2006)**
(M4) I really sorry, I bring you some water. Lets finished this exam	**An expression or account + An acknowledgement of responsibility**	**Cohen and Olshtain and Lakoff (1990)**
(M5) I'm so sorry, I have something to do before	**An explanation or account + an expression of apology**	**Cohen and Olshtain (2006)**

As the table shows the male students used 2 strategy for first situation. Strategy one was "An expression of apology + an explanation or account" used by 4 male students, the other

strategies was "An explanation or account + An acknowledgement of responsibility" used by 1 male

2) Second situation

The table 4.18 Male responds of situation 2

Male Respondents – Situation 2		
"You are jogging in the garden of your university than you bumped into someone"		
Students answer	**Categories**	**Polite rules based on**
(M1) Sorry, are you ok?	**An expression of apology + Offer of repair**	**Cohen and Olshtain (2006)**
(M2) Sorry, are you ok?	**An expression of apology + Offer of repair**	**Cohen and Olshtain (2006)**
(M3) Forgive me, I'm too fast running so I bumped you.	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ghanbari (2014)**
(M4) I'm sorry	**An expression of apology**	**Cohen and Olshtain (2006)**
(M5) I'm sorry	**An expression of apology**	**Cohen and Olshtain (2006)**

As the table shows the male students used 3 strategy for this situation. Strategy one was"An expression of apology + Offer of repair" used by 2 male students, strategy two was " An

expression of apology + An explanation or account" used by 1 male student, the last strategy was "An expression of apology" used by 2 male students.

3) Third situation

Table 4.19 Male responds of situation 3

Male Respondents – Situation 3 "You got complain from a librarian because you late to return the book that you lend"		
Students answer	**Categories**	**Polite rules based on**
(M1) Ok! I will pay it, but how much do I have to pay?	**An offer of repair**	**Cohen and Olshtain (2006)**
(M2) Ok! I will pay it.	**An offer of repair**	**Cohen and Olshtain (2006)**
(M3) So sorry, It's ok I will pay it	**An expression of apology + An acknowledgement of responsibility**	**Cohen and Olshtain (2006)**
(M4) Alright, I will pay it	**An offer of repair**	**Cohen and Olshtain (2006)**
(M5)Yes miss how much should I pay?	**An offer of repair**	**Cohen and Olshtain (2006)**

As the table shows the male students used 2 strategy for third situation. Strategies one was "An offer of repair" used by 4 male students, strategy two was "An expression of apology +

An acknowledgement of responsibility" used by

one male students.

4) Situation four

Table 4.20 Male responds of situation 4

Male Respondents – Situation 4		
"There is one students complain to you (as a teacher), because she Fail in your subject. She asking your reason give her F whereas always attend to the class, do the task and follow the test. Apparently you forget input her middle test score."		
Students answer	**Categories**	**Polite rules based on**
(M1) Forgive me!! Maybe I will check your value and give a new value tomorrow.	**An expression of apology + An acknowledgement of responsibility**	**Cohen and Olshtain (2006)**
(M2) Sorry, I will check your score and input tomorrow.	**An expression of apology + An acknowledgement of responsibility**	**Cohen and Olshtain (2006)**
(M3) let me check your score, please wait	**An acknowledgement of responsibility**	**Cohen and Olshtain (2006)**
(M4) If you want to need more lesson just talk to me	**No apology expression**	**-**
(M5) Yeah sorry, I forgot input your middle test score. I will fix it.	**An expression of apology + An explanation or account +An acknowledgement of responsibility**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**

As the table shows the male students used

3 strategies for this situation. Strategy one was

"   An   expression   of   apology   +   An

acknowledgment of responsibility" used by 2

male students . Strategy two was " An acknowledgement of responsibility" used by 1 male students and last strategy was "An expression of apology + An explanation or account +An acknowledgement of responsibility" used by 1 male students. While, 1 male students didn't show an apology strategy

5) Situation five

Table 4.21 Male responds of situation 5

Male Respondents – Situation 5		
"Today is linguistics subject, last week your teacher give you a task to collect it now. But you forget to bring it along."		
Students answer	**Categories**	**Polite rules based on**
(M1) Sorry mr. I'm forget do it sir!	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(M2) Sorry Mr. I'm forget to bring my task.	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(M3) Sorry sir I'm Forget to bring my task	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(M4) I've really sorry sir, I forgot to bring my task.	**An expression of apology + An**	**Cohen and Olshtain**

	explanation or account	(2006) and Halimeh Ganbari (2014)
(M5) miss forgive me, I forgot to bring my task book but I have done it.	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**

As the table shows all male students used same strategy for this situation. Which was " An expression of apology + An explanation or account".

6) Situation six

Table 4.22 Male responds of situation 6

Male Respondents – Situation 6		
"you promised to return a textbook to your classmate a day or two, after Xeroxing a chapter. You held onto it for almost two weeks."		
Students answer	**Categories**	**Polite rules based on**
(M1) I'm so sorry! May be I will bring it to tomorrow.	**An expression of apology + Promise forbearance**	**Cohen and Olshtain (2006)**
(M2)I'm so sorry! I will bring it tomorrow	**An expression of apology + Promise forbearance**	**Cohen and Olshtain (2006)**
(M3) just give me a little bit time, I promise to return your book	**Give overwhelming reason + Promise forbearance**	**Brown Levinson (1973)**
(M4) I'll take you home after this	**No apology expression**	_

(M5) I do sorry. I need to fix it for almost two weeks and I forgot to tell you	**An expression of apology + an explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**

As the table shows male students used 3 strategy for this situation. Strategy one was "An expression of apology + Promise forbearance" used by 2 male students, strategy two is "Give overwhelming reason + Promise forbearance" used by 1 male students and last strategies is "An expression of apology + an explanation or account " used by 1 male students and another male students didn't show an apology expression.

b. Female

1) First situation

Table 4.23 Female responds of situation 1

Female Respondents – Situation 1 "You arranged to meet a friend in order to study together for exam. You arrive half an hour late for meeting"		
Students answer	**Categories**	**Polite rules based on**
(F1) I hope you can forgive me. There's something I've to do	**An explanation or account + an expression of apology**	**Cohen and Olshtain (2006)**
(F2) I'm so sorry, I have something to do before	**An explanation or account + an expression of apology**	**Cohen and Olshtain (2006)**
(F3) Sorry for my lately. I have to fix my powder earlier	**An explanation or account + an expression of apology**	**Cohen and Olshtain (2006)**
(F4) I'm sorry, there were obstacles on the road when I was on my way here	**An explanation or account + an expression of apology**	**Cohen and Olshtain (2006)**
(F5) I am sorry. I am boring you	**An expression of apology**	**Brown Levinson (1973)**

As the table show female students used 2 strategy. Strategy one is "An explanation or account + An expression of apology" used by 4 female students. Then, Strategies two is "An expression of apology" used by 1 female students.

2) Second situation

Table 4.24 Female responds of situation 2

Female Respondents – Situation 2 "You are jogging in the garden of your university than you bumped into someone"		
Students answer	**Categories**	**Polite rules based on**
(F1) I don't mean to bump you. Actually my eyes was slipped	**Indicate reluctance**	**Brown Levinson (1973)**
(F2) Sorry, are you ok?	**An expression of apology + Offer of repair**	**Cohen and Olshtain (2006)**
(F3) I'm so sorry I accidentally	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ghanbari (2014)**
(F4) I'm sorry, I wasn't focused	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ghanbari (2014)**
(F5) Sorry, I don't mean to	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ghanbari (2014)**

As the table show female students used 3 different strategy. strategy one is "An expression of apology + An explanation or account " used by 3 female participant, then the

second strategies in this situation is "An expression of apology" used by 1 female participant. Then, the last strategy is more polite according to Brown & Levinson (1973) among other strategy of this situation which is "Indicate reluctance"

3) Third situation

Table 4.25 Female responds of situation 3

Female Respondents – Situation 3		
You got complain from a librarian because you late to return the book that you lend"		
Students answer	**Categories**	**Polite rules based on**
(F1) I'm sorry sir. How much fine do I have to pay?	**An expression of apology + An acknowledgement of responsibility**	**Cohen and Olshtain (2006)**
(F2) I'm apologize for my lateness Mrs/Mr	**An expression of apology**	**Cohen and Olshtain (2006)**
(F3) Yes miss how much should I pay?	**An offer of repair**	**Cohen and Olshtain (2006)**
(F4) Sorry, I forgot to return the book that I borrowed. Ok I'll pay it	**An expression of apology + An explanation or account + An acknowledgement of responsibility**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(F5) I am sorry, I will pay it.	**An expression of apology + An acknowledgement of responsibility**	**Cohen and Olshtain (2006)**

As the table show, female students used 4 strategy. Strategies one was "An expression of apology + An acknowledgment of responsibility" used by 2 female students, strategy two was " An expression of apology" used by 1 female students, strategies three was "An offer of repair" used by 1 female students and the last strategy in situation three was "An expression of apology + An explanation or account + An acknowledgement of responsibility" used by 1 female students.

4) Situation four

Table 4.26 Female responds of situation 4

Female Respondents – Situation 4		
"There is one students complain to you (as a teacher), because she Fail in your subject. She asking your reason give her F whereas always attend to the class, do the task and follow the test. Apparently you forget input her middle test score."		
Students answer	**Categories**	**Polite rules based on**
(F1i will take care of the data as soon as possible, that's my fault you might back.	**An acknowledgement of responsibility + An expression of apology**	**Cohen and Olshtain (2006)**
(F2) sorry dear, there is some mistake. I'll input your data very soon.	**An expression of apology + an explanation or account + An acknowledgement of responsibility**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(F3) yeah sorry, I forgot input	**An expression of**	**Cohen and**

your middle test score. I will fix it	**apology + An explanation or account +An acknowledgement of responsibility**	**Olshtain (2006) and Halimeh Ganbari (2014)**
(F4) ok wait, I will check all your scores, my goodness I forget to input your middle test score. I am sorry, I will input it as soon as possible	**An expression of apology + An explanation or account + An acknowledgement of responsibility**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(F5) I am really sorry, I will correct it.	**An expression of apology + An acknowledgement of responsibility**	**Cohen and Olshtain (2006)**

As the table show, female students used 3 strategy. strategy one was "An expression of apology + an explanation or account + An acknowledgement of responsibility" used by 3 female students, strategy two was "An acknowledgement of responsibility + An expression of apology" used by one female students and the last strategy was "An expression of apology + An acknowledgement of responsibility" used by one female students.

5) Situation five

Table 4.27 Female responds of situation 5

Female Respondents – Situation 5		
"Today is linguistics subject, last week your teacher give you a task to collect it now. But you forget to bring it along."		
Students answer	**Categories**	**Polite rules based on**
(F1) I'd like to apologies sir for my fault that I forgot to bring the task.	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(F2) I'm really sorry mrs, I don't bring my homework today.	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(F3) mis forgive me. I forgot to bring my task book but I have done it.	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(F4) I'm sorry sir. I forgot to take my task	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(F5) I am sorry sir, I am forget to bring my book task	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**

As the table show, all female students used same strategy , which was "An explanation or account + An expression of apology".

6) Situation six

Table 4.28 Female responds of situation 6

Female Respondents – Situation 6		
"you promised to return a textbook to your classmate a day or two, after Xeroxing a chapter. You held onto it for almost two weeks."		
Students answer	**Categories**	**Polite rules based on**
(F1) please don't be mad with me, I am busy for last week but I promise for giving your book soon.	**An expression of apology + An explanation or account + Promise forbearance**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(F2) I'm so sorry for that, I'll bring it tomorrow	**An expression of apology + Promise forbearance**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(F3) I do sorry. I need to fix it for almost 2 weeks and I forgot to tell you	**An expression of apology + An explanation or account**	**Cohen and Olshtain (2006) and Halimeh Ganbari (2014)**
(F4) its okay, sorry I borrowed your book for too long	**An expression of apology**	**Cohen and Olshtain (2006)**
(F5) I am sorry, what should I do so you forgive me?	**An expression of apology + explicitly requesting the hearer's**	**Cohen and Olshtain (2006) + Ajimer (1996) / Lakoff (1973)**

	forgiveness	

As the table show, all female students used different strategy in each responded, strategies one was "An expression of apology + An explanation or account + Promise forbearance" ,strategy two was "An expression of apology + Promise forbearance", strategy three was "An expression of apology + An explanation or account", strategy four was "An expression of apology" and the last strategy was "An expression of apology + explicitly requesting the hearer's forgiveness"

C. The Interpretation of Data

After analyzing the data above, the researcher would interpretation the participants answer based on the gender that occurred in research question. Those are:

1. Yes-No Question of DCT
   a. Male

Table 4.29 Male 'yes-no question of DCT' Interpretation Data

Gender	Answer	Number of Condition (C1-C15)	Score (Total score 5)
Male	The higher yes	C2, C4	5
	The lower yes	C3, C10, C11, C14	2
	The higher no	C3, C10, C11, C14	3
	The lower no	C2, C4	0

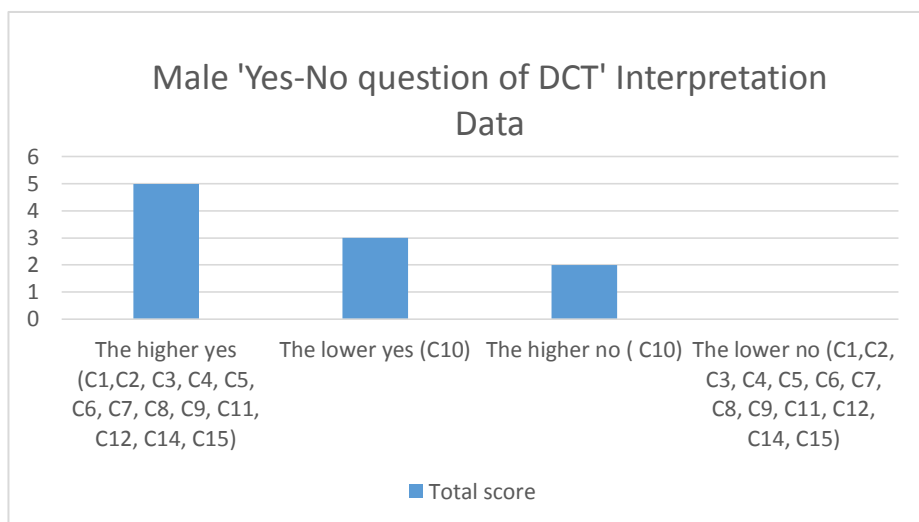**Graphics 4. 3 Male 'yes-no question of DCT' Interpretation Data**
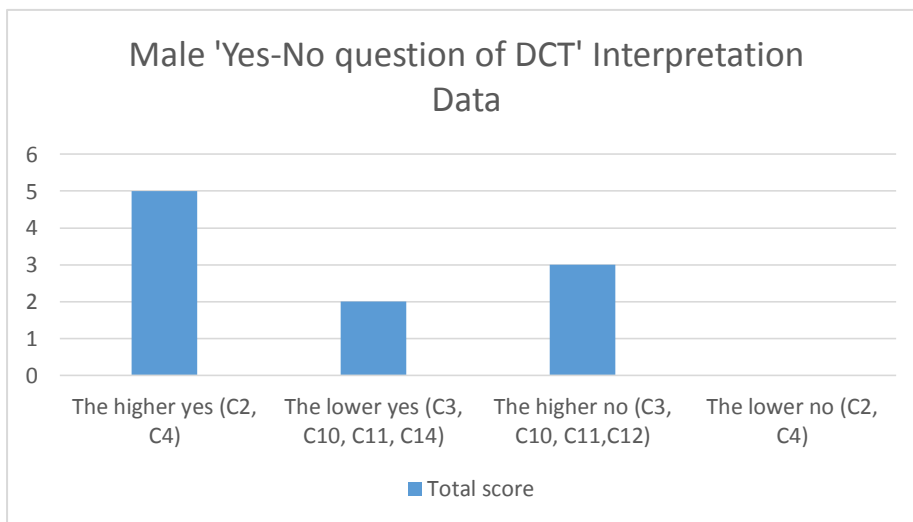
Based on the table and the graphics above, all male student would did an apology expression only in condition 2 and condition 4. Whereas almost all male students wouldn't did an apology in condition 3, condition 10, condition 11 and condition 12.

b. Female

Table 4.30 Female 'yes-no question of DCT' Interpretation Data

Gender	Answer	Number of Condition (C)	Score (Total score 5)
Female	The higher yes	C1, C2, C3, C4, C5, C6, C7, C8, C9, C11, C12, C14, C15	5
	The lower yes	C10	3
	The higher no	C10	2
	The lower no	C1, C2, C3, C4, C5, C6, C7, C8, C9, C11, C12, C14, C15	0

Graphics 4. 4 Female 'yes-no question of DCT' Interpretation Data

Based on the table and the graphics above, all female student would did an apology expression only in condition 1, condition 2, condition 4, condition 5, condition 6, condition 7, condition 8, condition 9, condition 11, condition 12, condition 14 and condition 15. Whereas, almost all female students wouldn't did an apology in condition 10.

2. Opened Question of DCT
   a. Male

Table 4.31 Male 'Opened question of DCT Interpretation Data

GENDER	STRATEGIES	FREQUENCY
Male	An expression of apology + An explanation or account	11
	An expression of apology + An acknowledgement of responsibility	4
	An expression of apology + Offer of repair	2
	An expression of apology	2
	An offer of repair	4
	An acknowledgement of responsibility	1
	An expression of apology + an explanation or account + An acknowledgement of responsibility	1
	An expression of apology + Promise forbearance	2
	Give overwhelming reason + Promise forbearance	1

Male students tendency used '*An expression of apology + An explanation or account*'. In other hand male students rare to used '*An expression of apology + an explanation or account + An acknowledgement of responsibility*' and used '*Give overwhelming reason + Promise forbearance*'. Whereas the '*Give overwhelming reason + Promise forbearance*' is the politeness strategies where all make students expressed based on Brown Levinson theory.

b. Female

Table 4.32 Female 'Opened question of DCT Interpretation Data

GENDER	STRATEGIES	FREQUENCY
Female	An explanation or account + An expression of apology	9
	An expression of apology	4
	An expression of apology + An explanation or account	4
	Indicate reluctance	1
	An expression of apology + An acknowledgment of responsibility	3
	An offer of repair	1
	An expression of apology + An explanation or account + An acknowledgement of responsibility	4
	An acknowledgement of responsibility + An expression of apology	1
	An expression of apology + An explanation or account + Promise forbearance	1
	An expression of apology + promise forbearance	1
	An expression of apology + explicitly requesting the hearer's forgiveness	1

Female students tendency used '*An explnation of apology + An explanation or account'*. In other hand female students rare to used *'Indicate reluctance'*, *'An offer of repair'*, *'An acknowledgement of responsibility + An expression of apology'*, *'An expression of apology + An explanation or account + Promise forbearance'*, *'An expression of apology + promise forbearance'*, *'An expression of apology + explicitly requesting the hearer's forgiveness'*. Whereas the '*Indicate reluctance'* and '*An expression of apology + explicitly requesting the hearer's forgiveness'* is the politeness strategies where all female students expressed based on Brown Levinson (1973) theory and Cohen and Olshtain (2006) + Ajimer (1996) and Lakoff (1973)

CHAPTER V
CONCLUTION AND SUGGESTION

A. Conclusion

Apology is an express or utterance in daily life of people in the word, whoever has been make a communicate between the other people they would ever did an Apology. In Indonesia, apology not only as an expression but also a norm and ethic which is shown as a humble people. Therefore, in Indonesia an apology also as a habit of parents to taught to they children in order to shown a responsive and respect felt.

In other hand, an apology in English perception has different meaning. According to Olshtain, an apology as a speech act which is intended to provide support for the hearer who was actually or potentially affected by violation [52] and according to Brown & Levinson, an apology is a negative politeness expression[53]

Then, in Indonesia an English apology expression only taught in school environment or in course institute. Because English Language as a foreign language in Indonesia. So, in order to investigate about the differences of apology used by male and female, the researcher research a study about *Gender Differences in the Usage of Apology* and took a participant in

---

[52] Olshtain, E. Cohen, A (1983), Apology: a speech act set. In Ghanbari, Halimer. Et. all. (2014). *Investigating Apology Strategy among Male and Female Kurdish Bilinguals at Ilan.* 2nd global conference on psychology researches, 28-29, November 2014

[53] Brown, P and S. Levinson (1987). *Politeness.* Cambridge: Cambridge University Press

the age of 20-21 years old which is seats in fifth semester in The State University for Islamic Studies in Banten were explained reason in chapter 3.

Based on the result of data analysis male and female students respond, the researcher conclude that:

1. All male students would did an apology expression only in condition 2 and condition 4 from the questionnaire. The condition are, "They are Losing a friends' pen that their lend" and " They are Forgetting to bring a book that their lend from lecturer". But, in other condition there are male students who would and would an apology in the condition from the questionnaire.

2. All Female students would did an apology in all condition except in conditions 10 and condition 13. The condition are, " They are forgetting to pay their feed in canteen" and " They are not doing an assignment that will be collect today".

3. Without judge male students is non polite, female students in this study shown if female students more polite between male students.

B. Suggestion

On the basis of the results of this study, the researcher suggest the following recommendations:

1. Comparing and contrasting the apology expression used by the participants from different culture in Indonesia.

2. Comparing and contrasting the apology expression used by the teenagers.

3. Comparing and contrasting the apology expression used by Indonesia Language

4. Comparing and contrasting the apology expression used by Indonesia Volk Language (Sundanness or Javaness).

5. Comparing other types of speech acts that might misunderstanding of present the speaker as impolite like requesting.

REFERENCES

Anwar, Etin *"Gender and Self in Islam".* New York: Routledge. 2006

Austin, L. J. *"How To Do Things With Word".* Oxford University Press, Amen House, London. 1962

Ayubadiah, Fitrahnanda. "*A study on Gender-Based Differences in Apology Strategies of English Department Students in Campus Setting".* (Thesis. Postgraduated Program. Universitas Brawijaya, Malang. 2014)

Bach, Kent and Robert M. Hamish (2017). "*Linguistics competence and speech acts".* ReseachGate article. August 2017

Bach, Kent. Speech Acts *."Speech Acts*". Routledge Encyclopedia of Philosophy, n.d. Web. 10 Feb. 2014

Brown, P and S. Levinson. "*Politeness some universal in Language usage".* Cambridge: Cambridge University Press. 1987

Bussey, Kay, Albert Bandura, Macquarie University, and Stanford University "*Social Cognitive Theory of Gender Development and Differentiation".* Psychological Review,106, 676-7136

Buss, David M. & David Schmitt "*Sexual Strategies Theory: An Evolutionary Perspective on Human Mating". Article in* Psychological Review, May 1993

Cohen, Andrew D. and Elite Olshtain. "*Developing a measure of sociocultural competence: The case of apology."* Article in Language Learning. October 2006

Cohen, Andrew D. "*The Production of Speech Acts by EFL Learners".* Article in ResearchGate. 1993

Darwish, Saffanah M. A. "*Gender Differences in the Usage of Apology: A Case Study of Native Speakers of English in Jordan's Private Schools*". *(Thesis.* Postgraduated Program. Middle East University) 2014.

Fatih, Syuhud, A. "*Menuju Kebangkitan Islam dengan Pendidikan"* 2012.

Ghanbari, Halimeh, Ali Jamalinesari, Habib Gowhary, Akbar Azizifar. "*Investigating Apology Strategy among Male and Female Kurdish Bilinguals at Ilam*" Elsevier-ScienceDirect Procedia Social and Behavioural Science 190 (2015): 477-484.

Ghuzairoh, Tahmidiyah. *"Perbedaan Forgiveness ditinjau dari Jenis Kelamin pada Budaya Jawa".* (Thesis, Undergraduate Program, UIN Mulana Malik Ibrahim, Malang. 2015)

Gressel, Josh, *"Why Won't Mean Apologize*?", 2016. Diunduh di *https://www.psychologytoday.com/us/blog/putting-psyche-back-psychotherapy/201609/why-wont-men-apologize?amp* Tanggal 08 November 2018.

Haig, David "*The Inexorable Rise of Gender and the Decline of sex: Social Chane in Academic Titles, 1945-2001*" (Ph.D. Archives of Sexual Behavior Vol. **33,** No. 2, April 2004, pp. 87–96)

Herlina .*Bibliotherpy: "*Mengatasi Masalah Anak dan Remaja melalui Buku*".* Bandung: pustaka Cendekia Utama. 2013

Holmes, Janet, (1989). "*Sex Differences and Apologies: One Aspect of Communicative Competence."(Applied Linguistics, Vol. 10, No. 2.* Oxford University Press) 1989

Humei, A. M.-A. *"The Effect of Gender and Status on the Apology Strategies Used by American Native Speakers of English and Iraqi EFL University Students".* In Humanities and Social Sciences Journal, Vol.3, No.2,

John, Kador. "*Effective Apology:merajut hubungan, memulihkan kepercayaan*" Trasnlated by Kunti Saptoworini & Th. Dwi Wulanasari. Tangerang: Penerbit Gemilang. 2009.

Kothari C. R., "*Research Methodology & Technique second Revised Edition" (New Delhi; New AgePublisher, 2004)*

Kumar, Rajit, "*Research Methodology a step-by-step guide for beginners",* (New Delhi :SAGE Publications, 2011)

Lakoff, Robin. "*Language and Women's Place"(Language in Society, Vol. 2, No. 1, Apr 1973)*

Leech, Geoffrey. "*The pragmatics of Politeness".* New York: Cambridge University Press. 2014

Mir-Hosseini, Ziba, Kari Vogt, Lena Larsen and Christian Moe. "*GENDER AND EQUALITY IN MUSLIM FAMILY LAW Justice and Ethics in the Islamic Legal Tradition".* New York: I.B. Tauris & Co Ltd. 2013

Redmond, Mark V. "*Face and Politeness Theory"* English Technical Reports and White Papers. 2. 2015

Rose, Sonya O. "*What is Gender History?",* Cambridge: Polity Press. 2010

Schumann, Karina and Michael Ross. "*Why Women Apologize More Than Men*". (Article in Association for Psychological Science 21 (11) 1649-1655). SAGE Publications. 2010

Stockreiter, Elke E. " *Islamic Law, Gender, and Social Change in Post-Abolition Zanziba".* New York: Cambridge University Press. 2015

Tavacoli, Hossein, "*A Dictionary of Research Methodology and Statistic in Applied Linguistics (Tehran: Rahmana Press, 2012).*

Wichelen, Sonja Van, "*Religion, politics and Gender in Indonesia. Disputing the Muslim body".* New York: Routledge. 2010