



EFL STUDENT'S APOLOGY WHEN COMING LATE TO THE CLASSROOM

Finda Muftihatun Najihah*
Universitas Negeri Malang

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ABSTRACT

This research investigates the apology's utterances performed by EFL students when they are coming late to the classroom. The politeness theory of Lakoff and the elements of Apology proposed by Smith are used as the basis for approaching this topic. This research is conducted to deeply describe (1) the kinds of elements of apology found in students' utterance of apology and (2) how the elements of apology represent the politeness principles. It utilizes descriptive qualitative research since it is conducted to obtain a deep and detailed analysis of the object, which is in the form of utterances and words. The data is taken from the students of Faculty of Humanities majoring in English Language and Letters Department in Maulana Malik Ibrahim State Islamic University, Malang. The results demonstrate that there are at least 3 elements found and maximumly 6 elements involved. Students generally realize that what they are doing suffered other party but the utterances do not fully mean apologizing even some indicate good apology. Further, it enables to conclude that modesty maxim of politeness principle is the dominant maxim found in this study. The politeness principle is well represented by the elements of apology found in the students' utterances.

INTRODUCTION

The research is to evaluate the apology said by EFL students when they are coming late to the classroom. Politeness theory of Lakoff is used as the basis for approaching the topic. An apology is likely a good reason for the students to realize the mistake while avoiding the possible punishment. The apology is uttered when the students see that the lecturer gets anger toward their late coming or probably the lecturer does not allow them to come inside the class. Therefore, the apology seems like

* Corresponding author.

E-mail addresses: findamuftihatunnajihah@gmail.com (Finda Muftihatun Najihah)

a good gun to persuade the lecturer in order to forgive the students' late coming. This situation often happens in the class as the researcher has experienced this. However, some apologies are failed because those are regarded as impolite therefore the lecturer does not receive those apologies while a few are accepted. Due to this, we are interested in analyzing this case in terms of how students apologize and how those apologies represent the politeness theory. The focus is on the apology utterance of the students. Politeness is a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange (Lakoff, 1990:34).

The study of apology has been analyzed over the years. As cited in Scher & Darley (1997), Barnlund & Yoshioka (1990), Blum-Kulka, House, and Kasper (1989), Olshtain & Cohen (1983), Scher & Darley (1981), and Trosberg (1987) have explored both the things people say and when they apologize, and Scher & Darley (1982), Givens, Mills, Smith & Stack (1994), Ohburchi, Kameda & Agaria (1989), Scher & Huff (1991) explained the effectiveness of apology in remediating the negative effect of transgressions. Cunningham (1999) has also observed 25 different cases for different relations classified into individual to individual, professional and commercial organization, religious organizations, spiritual leaders, governments, and heads of state, he found that the use of apology of saying sorry to express regret in any relation is expressed when the apologizer is responsible for the harm.

Chang (2008) examined the distinctive strategies to make apology used by Australian and Taiwanese Chinese speakers. The distinction is taken from the cultural and gender differences that lastly influence the use of those strategies in apologizing. The participants of the research come from a different age, the Australian ages 18 to 32 years while the Taiwanese Chinese ages 20 to 31 years. The research found that there are significant differences in the perceptions of an (im) polite apology across cultures. Australian are more polite in the term of making repetitive IFID in their utterances rather than Taiwanese. While in the gender distinction, no single evidence is found to demonstrate that gender influences the perceptions of this.

Al-Sobh (2013) analyzed the expression and strategies of apology used by Arabic native speakers as EFL students in six different situations. The participant of the research is eight students of English Language and Letters Department at Irbid National University. The results showed that students used different expressions and strategies of their apology in those different situations. The expressions involve apology and regret, explanation, the offer of repair, equal-equal, low high, and responsibility. Generally, they would like to use the formal language of apology to the older people while they use less formal language to a relative or the elder or equal person. To convince the suffered party, they commonly use the word "*jiddan*" means "very" to emphasize or strengthen the apology. They only use two or three words in their apologies because they thought that the situations did not need more than to convince the suffered party. Further, Fischbacher and Utikal (2010) primarily find some possibilities in their analysis of why people psychologically apologize. They stated that psychologically, the apology also shifts the principal's attribution of the cause of the task's outcome, blaming the failure on random chance, i.e. the situation, rather than the agent's type, i.e. disposition (Ho, 2005). *Then Smith (2005) concluded in his analysis that not all apology would involve all elements but those should be noted well. Considering this, both researchers are interesting in analyzing the utterances of apology focusing on measuring the utterances in the form of involving the elements of the categorical apology proposed and pragmatically taking the politeness principle as the basis of the analysis.*

Doing harm or miscommunication commonly happens in daily life interaction as many people must interact with each other. As rules limit others' free actions in undergoing this life, the number of breaking the rule down is always classified high when they undergo their activities. As a social human, people cannot avoid joining the community or institutions, where people do their activities and socialize with other people. The community or institution must have rules that should be obeyed by the members or followers inside. When they break the rule, they particularly get anger from the rule maker. The classroom is the example of those institutions where students and lecturers meet, interact and socialize each other. In this case, the rule-maker is the lecturer while the member of the follower is the students. Lecturers require the students to obey all the rules that they have made. Breaking one may mean getting punishment. The rule that is highly broken by the students in the class is coming late.

An instant, people sometimes lose trust in others' eyes or even get anger which requires them to repair that trust. The most potential solution at this moment is apologizing. An apology is an effective solution for this case in avoiding the anger even though it does not undo the committed harm (Fischbacher & Utikal, 2010). When what happens is unwanted or unexpected, people are unhappy, or errors are suspected, an apology should be considered (Robert, 2007).

An apology is slightly saying sorry after doing a harm to avoid punishment or it is just to say. It is, in fact, a common message after an offense (Fischbacher & Utikal, 2010, p2) and an effort to convince others beyond the harm done in negotiating. It just tries to rebuild trust from others that have been destroyed due to the harm or avoid the possible punishment. An apology can relate to many upset social relationships. It occurs between individuals, parents and children, students and lecturers, and event business partners. Smith (2005) argued that apology is just like the solution of the problem done while the doer does not know whether it is received or not.

Culturally the practice of apologizing is different over the different cultures and beliefs. Asians known as nations that hold the politeness tightly is simply recognized as the most polite culture which probably places apology as the high value after doing harm toward somebody else. It is definitely to respect social values. The individualistic value in western nations like the USA which the fundamental control is on individual responsible is particularly less to apologize. On the contrary, the Asians are likely more to apologize. Americans will apologize when they will be responsible for the wrong action in his control circumstance by accepting the blame headed for. An apology is for the fault consideration. While in Asian, an apology is to respect the social values hold. Smith (2008) assumed that apologies had got diverse culture and religious influences which make the practices are different among those and could not easily translate to particular discourse. A norm of apology varies widely across different cultures Maddux, et al (2011). The absence of sufficient cross-cultural knowledge of what apology means, what it functions, how it works, and when it appears, it probably will not reduce the dispute but actually may escalate it.

Whether the apology is receivable or not, it sometimes depends on the harm or the injury done. Smith (2005) stated that some behavior is not the consideration of apology, some expressions do not show apology, and some statements do not function as an apology while the meaning of apology achieved diver interpretation. Therefore, to distinguish the right meaning of apology in the politeness principle is very important. However, before concluding that an apology is needed, it is first necessary to get the facts: What happened, exactly? What are the perspectives of the other members of the

care team? What was the proper procedure for the condition in question, and was it followed? Was there an error? (Robert, 2007).

An apology is important to restore the broken trust due to the harm doing. Coming late is a mistake that is often done by students. The lecturer may feel hurt seeing the students come late because it can disturb the learning process. On the other hand, this habitual mistake must interact with other students' intentions in listening to the lecturer's explanation. So, the quiet condition is disturbed until it turns noisy. Therefore, lecturer really notes this bad habit and sometimes forbids the students to come inside the class. When students come late, they probably get anger from the lecturer by not allowing them to come inside the class and lose lecturer's trust. Therefore, to get trust again, students should apologize to the lecturer. The coming which is classified as late here is students' coming 15 minutes after the lecturers have come to the class as a common agreement between lecturers and students before conducting the lecturing. Such this case highly happens in Indonesia. Therefore, the researcher interests in analyzing this issue.

Many argued that we cannot comprehensively understand the nature of language itself unless we understand pragmatics in which becomes very familiar in the linguistics field nowadays (Grundy, 1986). Surely, understanding the meaning beyond what is obviously stated or appeared belongs to the business of pragmatics. In other word, pragmatics is the study on how the meaning of language is determined more on the context and the communicative intentions of those using it (Yule, 2010). The context in pragmatics here holds a big role in determining the meaning of the producer of the utterance virtually as what is said is not necessarily what is meant. In the world of pragmatics, politeness which is defined as showing awareness and consideration of another person's face (Yule, 2010: 135) is a common theory that has been used to analyze some issues before this research.

Politeness theory has been used to analyze some issues before this research. Mayer & et.al (2005) have analyzed the constructing computer-based tutors that are socially sensitive. The result shows that today students learn more from the computer-based lesson that highly affects the conversational style. They conduct an informal conversational style more than the formal style. Here, the politeness principles may disappear. In the following year, Niewiadomski & Pelachaud (2010) analyzed the affect expression in ECAs in the application to politeness display. The result shows that facial expressions are different among the different interpersonal relation. The ECAs could take different social roles related to the activities they carry out. Having the emotional state a virtual salesman would display different facial expressions than a virtual teacher.

Thus, as mentioned in the background of the study above, the essence of the problems could be formulated as follows:

1. What kinds of elements of apology found in students' utterances when coming late to the classroom?
2. How do the elements of apology represent the politeness principles?

This research is supposed to be significant to both the lecturers and the students. First of all, it contributes to the new knowledge for the students on how to create good and correct sentences to apologize, especially when they are coming late to the classroom. Second, it gives awareness to the lecturer to face numerous ways of students when they are trying to an apology in the classroom.

METHOD

This research utilizes descriptive qualitative research since it is conducted to obtain a deep and detailed analysis of the object which is in the form of utterances and words, not in the form of numeral or percentage which is statistically analyzed. It is aimed to describe or portray an object systematically, factually and accurately concerning facts, characteristics and the relation between phenomena which is investigated (Nazir, 2013).

The data of this research are taken from the students of the Faculty of Humanities majoring at the English Language and Letters Department in Maulana Malik Ibrahim State Islamic University, Malang. The data are in the form of the utterance of the students who are coming late into the classroom. It is obtained from the questionnaire that is spread to 55 correspondents randomly from the students among numerous semesters.

In this study which is characterized as the qualitative research, the main instrument of this research is the researchers themselves. They hold the important roles in conducting this research, such as planning, collecting, the data, analyzing or interpreting the data and reporting the result of the research, all at once. (Moleong, 2014). Besides, the researcher also uses the other instrument to collect the data named questionnaire. The questionnaire consists of 5 questions that should be answered for each.

The data is collected by a number of steps. First of all, the researchers distributed the questionnaire to the students of the English Language and Letters Department among several semesters to both males and females. Then, the researchers identify the utterances related to the students' apology when they are coming late to the classroom. It is followed by classifying the utterance found into the various types of elements of apology.

The data analysis of this research is begun with a review of the result of all data collection. The researchers interpret the elements of apology found in the utterance of English Language and Letters students. Then, it is continued by connecting the elements of apology which is found in the politeness principles. In other word, this research is ended by explaining how those elements represent politeness principles.

FINDINGS AND DISCUSSIONS

The Elements of Apology Found in the Students Utterances

Smith (2005) proposed some elements of categorical apology after he has observed that some behaviors and utterances of apology failed to show the apology while the offender intended to do so. Breaking the rule is demanding ethical act. Students late come to the class hurts lecturer. Therefore students coming late to the classroom should apologize to the lecturer in performance and appropriate words to an apology. Relating to the element proposed by Smith (2005), the analysis found that the utterances failed to be a good apology because those utterances do not involve complete elements of categorical apology. the main reason why those utterances failed because of the different background culture as having stated in Maddux, Kim, Okumura, and Brett (2011) in their analysis that the practice of apology differs from one culture to another culture.

Culturally the practice of apologizing is different over the different cultures and beliefs. Asians known as nations that hold the politeness tightly is simply recognized as the most polite culture which probably places apology as the high value after doing harm toward somebody else. It is definitely to respect social values. The individualistic

value in western nations like the USA which the fundamental control is on individual responsible is particularly less to apologize. On the contrary, the Asians are likely more to apologize. Americans will apologize when they will be responsible for the wrong action in his control circumstance by accepting the blame headed for. An apology is for the fault consideration. While in Asian, an apology is to respect the social values hold. Smith (2008) assumed that apologies had got diverse culture and religious influences which make the practices are different among those and could not easily translate to particular discourse. A norm of apology varies widely across different cultures Maddux, et al (2011). The absence of sufficient cross-cultural knowledge of what apology means, what it functions, how it works, and when it appears, it probably will not reduce the dispute but actually may escalate it.

Then both researchers categorized the utterance into different groups. The first group shows the utterances of apology involving at least 7 elements of categorical apology. The second includes the utterances involving 6 elements. The third shows the utterances involving 5 elements. While the forth includes the utterances involving 3 or 4 elements of it.

Data 1: The utterances involve at least 7 elements

Performance of Apology	Utterance
Apologize to the lecturer face to face	I'm sorry, Mom/Sir
Explain clearly why I come late	I'm sorry Sir/Mom
Explain the reason of coming late	Sorry, I come late because, or Mom, Sorry for coming late. I'm
Bowing politely and apologizing by reasoning	Because wake up late
I am really sorry Sir for coming late. I apologize for being late.	I come late because of... So I am really sorry for being late.
First, I do apology to my lecturer if I come late	I do not say anything, I just smile
Apologize to the lecturer due to the late coming	Because I get up too late
Knock the door and approach the lecturer to apologize	Sorry sir, I (the reason)

The utterances of apology above involve at least above 7 elements of categorical apology; collaborated factual record, acceptance of causal responsibility rather than sympathy, identification of each wrong, shared commitment to violate the moral principle, categorical regret, the performance of apology, and intention. The offenders stated the true reason for their late coming followed by good performance and well-chosen words to an apology. They admit the harms doing and be responsible for this mistake. The regret is shown from the direct language used, the intention to apologize, and the absence of complicated reasoning like the other utterances.

Relating to Smith (2005), the utterance is not categorized as a good apology because of the absence of one or two elements. However, those are defined as good apology based on Kim, Ferrin, Cooper, and Dirks' idea because at least those involve the causal responsibility and the expression of regret. Kim, Ferrin, Cooper, and Dirks (2004) defined an apology as "an admission of responsibility accompanied by the expression of regret"(cited in Maddux, Kim, Okumura, and Brett: 2011). Admission of responsibility which is accompanied by the expression of regret means that the offenders realize that

what they are doing is definitely wrong and it must hurt another party. SPSO (2011) also declared that those utterances have a meaningful apology because those involve the proposed element of meaningful apology: acknowledge, taking responsibility for the harm done, showing the expression of regret, and clarifying the cause of the harm doing. Therefore, the offenders explain honestly the reason why they are coming late, realize that their harms doing were wrong which violates the agreement of those parties, then they intentionally apologize to their lecturers. Taking responsibility for the harms doing means taking all consequences of the harm, including getting anger, punishment, or losing the trust (O'Neill,)

Data2: The utterances involve 6 elements

Performance of Apology	Utterance
Sorry Sir/Mom, I am late (while smiling)	I am sorry sir, I am coming late because my boarding house is so far and I take a walk to this university.
Come to the lecturer and apologize face to face	I'm sorry sir, because my place is far
Looking for the logic reason	Sorry Sir, I was in line taking a bath
I come to my lecture and I lay down my body while saying	I am really sorry for being late Ma'am/Sir because I printed my writing assignment :-)
Mam/Sir, I do apologize for being late. I felt a sleep.	I felt a sleep, I was in line taking a bath

For this table, the utterances involve 6 elements; collaborated factual record, identification of each wrong, shared commitment to violate the moral principle, the performance of apology, standing, and intention. When students apologize to the lecturers, they followed the sympatric reason for coming late which perhaps interact lecturers' sympathy. The reasons look very logic. Unfortunately, those do not regard as an apology but rather than an expression of sympathy because the utterances do not indicate that those behaviors suffered from another party.

The utterances do not show the expression of causal responsibility bur rather than the expression of sympathy. Uttering sympathy indicated that the offenders perhaps hope that the lecturers easily forgive their harms doing and they will be free from the possible punishment. The possible punishment of coming late to the classroom is not allowing the late students to come inside the classroom or allowing the students to come but they are treated as an absence. Fischbacher and Utikal (2010) primly find some possibilities in their analysis of why people psychologically apologize; a) when people feel that he will face a punishment after doing harm, they will apologize more rather than be silent, b) when people think that their apology will not be receivable, they will less apologize, c) when people realize that they do the harm intentionally, they will less apologize, d) the apologizer will be punished less rather than the silent even though the offense is ambiguous, e) the absence of apology probably decrease punishment, f) apology makes the punishment not at the level, and g) punishment after offense apology is higher than after silent. They particularly found that 52% of participants punish harm doers if they are not apologizing. Therefore, to avoid that possible punishment, they are likely to apologize rather than being silent.

Data 3: The utterances involve 5 elements. No responsibility

Performance of Apology	Utterance
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Sorry, Sir/Mom. I come late to the class because ...	Because I have another important activity
I am sorry coming late sir.	I have something to do besides campus.
Sorry Mom for being late. I had some troubles at home	Because I have another business before coming to this class
I am sorry I am coming late sir/mam	Because I have some business, Sir/Mom

In this table, the utterances of apology involve 5 elements of categorical apology; collaborated factual record, shared a commitment to violate the moral principle, standing, and intention. Even the offenders told the truth toward the reason why they are coming late but unfortunately, the utterances do not show that they are responsible for the harm doing rather than show the expression of sympathy. Unlike the previous utterances, the utterances here show that the offenders take easy toward their harm-doing by uttering something seen more important rather than coming to the class. Saying “*I have some business besides the campus*” and other utterances of the same meaning, indicates that their harms doing do not hurt other suffered party, therefore, their apologies do not sound natural and sincere but look like gaining others’ sympathy. Further, the utterances do not involve the performance of apology. It means that the offenders do not make the right words to apologize. Besides, the language used is not direct and natural. The utterances are lack of explicit apology.

Data 4: The utterances involve 3 or 4 elements, blaming the situation. The explanation of factual record

Performance of Apology	Utterance
I'm sorry for being late	Traffic jam
Mom/Sir, I am sorry for being late, I do not if the schedule changed	Sorry, I have something to do likes prepare my book
Face the lecturer	Sorry sir, there is something wrong.
I am sorry sir, I am coming late.	I am sorry, because I have a problem in the road.
Sorry Sir for being come late	I got traffic jam
I'm sorry I'm late.	I slept
Sorry Mom/Sir for being late	I am sorry, because I get traffic jam
Come to the lecturer while saying sorry	I'm sorry, I come late because I got traffic jam
Face the lecturer and apologize face to face	I left something
I am sorry Sir/Mrs. I am late some minutes	Traffic jam, Sir
I am sorry Sir/Mam, I am late because (reason) (logic) (honest)	Because I don't have sleep enough
I'm sorry for coming late Mam	I oversleep
I'm sorry for coming late	I've something trouble, Sir
Sorry Sir/mam for being late because of ...	Because there is some problem

In this last table, the utterances only involved 3 or 4 elements; collaborated factual record, categorical regret (only some), standing, and intention. *The utterances are not apology at all. The students blamed other situations (like traffic jam, something trouble, some problem) which particularly suffered them. The students showed that they are victims of the situation which caused them come late to the classroom. Here, the students*

would like to say that those behaviours are not totally their mistakes, but rather argued that they are also suffered due to the past event.

The offender in this table commits the harms doing and intends to apologize. However, the utterances do not mean so at all. The language is not direct whereas it looks against the suffered party. It is to protect the offender from suffering and particularly to state that the harm happens beyond their expectations. It indicates that they are not totally wrong with the harm doing. Even the offenders really intend to mean so, but this intention is not accompanied by the right chosen word to produce an apology. The good intention will be meaningful if it is followed by good behavior and utterance.

The relation between Elements of Apology toward the Politeness Principles

In identifying the elements of apology which are used by EFL students when they are coming late shows that maximally there are 7 elements of categorical apology are implied in the way they apologize, those are collaborated factual record, acceptance of causal responsibility rather than sympathy, identification of each wrong, shared commitment to violate moral principle, categorical regret, performance of apology, and intention. Surely, the way to investigate the data also considers how they perform an apology when they are coming late to the classroom. These are the lists of the data obtained:

Performance of Apology	Utterance
Apologize to the lecturer face to face	I'm sorry, Mom/Sir
Explain clearly why I come late	I'm sorry Sir/Mom
Explain the reason of coming late	Sorry, I come late because, or Mom, Sorry for coming late. I'm
Bowing politely and apologizing by reasoning	Because wake up late
I am really sorry Sir for coming late. I apologize for being late.	I come late because of... So I am really sorry for being late.
First, I do apology to my lecturer if I come late	I do not say anything, I just smile
Apologize to the lecturer due to the late coming	Because I get up too late
Knock the door and approach the lecturer to apologize	Sorry sir, I (the reason)
Sorry Sir/Mom, I am late (while smiling)	I am sorry sir, I am coming late because my boarding house is so far and I take a walk to this university.
Come to the lecturer and apologize face to face	I'm sorry sir, because my place is far
Looking for the logic reason	Sorry Sir, I was in line taking a bath
I come to my lecture and I lay down my body while saying	I am really sorry for being late Ma'am/Sir because I printed my writing assignment :-)
Mam/Sir, I do apologize for being late. I felt a sleep.	I felt a sleep, I was in line taking a bath
Sorry, Sir/Mom. I come late to the class because	Because I have another important activity
I am sorry coming late sir.	I have something to do besides campus.

Sorry Mom for being late. I had some troubles at home	Because I have another business before coming to this class
I am sorry I am coming late sir/mam	Because I have some business, Sir/Mom
Sorry, Sir/Mom. I come late to the class because	Because I have another important activity
I am sorry coming late sir.	I have something to do besides campus.
Sorry Mom for being late. I had some troubles at home	Because I have another business before coming to this class
I am sorry I am coming late sir/mam	Because I have some business, Sir/Mom
I'm sorry for being late	Traffic jam
Mom/Sir, I am sorry for being late, I do not if the schedule changed	Sorry, I have something to do likes prepare my book
Face the lecturer	Sorry sir, there is something wrong.
I am sorry sir, I am coming late.	I am sorry, because I have a problem in the road.
Sorry Sir for being come late	I got traffic jam
I'm sorry I'm late.	I slept
Sorry Mom/Sir for being late	I am sorry, because I get traffic jam
Come to the lecturer while saying sorry	I'm sorry, I come late because I got traffic jam
Face the lecturer and apologize face to face	I left something
I am sorry Sir/Mrs. I am late some minutes	Traffic jam, Sir
I am sorry Sir/Mam, I am late because (reason) (logic) (honest)	Because I don't have sleep enough
I'm sorry for coming late Mam	I oversleep
I'm sorry for coming late	I've something trouble, Sir
Sorry Sir/mam for being late because of ...	Because there is some problem

There are six maxims that are proposed by Leech in the frame of politeness principles; those are tact, generosity, modesty, approbation, agreement, and sympathy. However, it is stated that not all of the maxims are equally important. For instance, *tact* influences what we say more powerfully than does *generosity*, while *approbation* is more important than *modesty*, and so on. Speakers may adhere to more than one maxim of politeness at the same time. Nevertheless, one maxim is frequently on the forefront of the utterance, while a second maxim is implied.

The utterances produced by EFL students portray the results that they obviously operate the politeness principles through the dominant maxim called *Modesty Maxim*. This maxim basically could be defined when the participants minimize praise of self and maximize the dispraise of self. Further, the modesty maxim usually occurs in apologies as well. As we only concern students expression of apologizing to the lecturer, we a bit ignore the lecturer's utterance or response toward this case. When the producers of the utterances straightly minimize praise of themselves rather than lecturers praise is categorized as fulfilling modesty maxim to operate politeness principles in the classroom.

In the utterances we found, those imply a sense of minimizing the praise of students on the way they apologize. Although the lecturer actually does not ask them to apologize, they directly say the expression of apology such as I am sorry for coming late and so on. Furthermore, from the other instruments of the research called

questionnaire, most students admit that they sincerely apologize to the lecture and giving the reason why they are coming late to the classroom honestly.

This occurrence happens in the Indonesian context in which the people tend to feel reluctant after doing a mistake, especially to whom we consider as having a higher level than us. Indeed, the way the students apologize to utilize most of the elements of apologies. Yet, when we try to seek the relation on how those elements represent the politeness principle, it only goes to one maxim that is frequently happening. The utterances simply display the apology expression followed by the reason why they are coming to the classroom.

The way students apologize for the sake of the mistake that has done deals with the function of the Politeness Principle itself. As it has functions to prompt the speaker to express himself politely, honestly and make the two sides feel respected and also to getting a good impression from the others. From the data got, the students apologize in a polite way, either in the form of gestures or the utterance itself. For instance, the action of knocking the door and approaching the lecturer to apologize, coming to the lecturer and apologizing for face to face, bowing politely and apologizing by reasoning, so on and so far.

In addition, it is conducted to make two sides, in this case, those are the student and the lecturer feel respected one another. The lecturer feels respected as the students come directly to him or her and expressing guilty because of coming late by saying sorry and delivering the reason why they are coming late. The condition really displays Asian people who do not tend to be individual and not care with others feeling.

Also, from the reason delivered, it shows that this is an effort of the students to get a good impression from the lecturer. The utterances produced is categorized is attempting to get a good impression as the students do not do mistake because of their wishes, yet this mistake occurs since some logical and honest reason. In general, there are only two participants of this case called the student and the lecture. It is also one line with the concern that belongs to the politeness principle namely the relationship between two participants.

Indeed, the context that exists in this research is definitely the same, that is the process of apology the students to the lecture when they are coming late. Hence, the maxim that is applied is not significantly various, we only find the modesty maxim that is implied from the student's utterances. However, these elements of apology represent the function of politeness principles well.

CONCLUSION

In this chapter, both researchers explain the conclusion and some suggestions after this analysis of the same topic. An apology is likely a way to repair the trust after doing harm which probably hurts or suffered others in all communication. After analyzing the utterances of apologies performance by EFL students, we found that no utterance involves complete elements of it. Each utterance breaks at least one element and six elements maximumly. It does not mean that the students behave impolitely when they apologize to the lecturers if they hurt them in coming late. They particularly realize that what they are doing is wrong, but the utterances they performed do not fully indicate categorical apology. It is caused by the different culture and word structure in producing sentences. Smith (2005) has reminded that not all apologies should involve all elements of categorical apology, but these elements should be considered as well. The most broken element is acceptance of casual responsibility rather than sympathy and the expression of reform and reparation. All students admit

that they are wrong due to the harm doing, but few of them take responsibility for the harm which drives them to repair and reform the harm doing in the future. However, we appreciate all students to have intention in apologizing when they make mistakes that hurt or suffers other people. While in the relation of politeness, we conclude that the modesty maxim is the single maxim implied from the students' utterances of apology. However, these elements of apology highly represent the function of the politeness principle well.

For future researchers of the same topic, we suggest analyzing the meaning of apology utterances by certain people and their suggestions in apologizing. Or we suggest analyzing why the suffered parties accept the apology of the offenders after hearing the utterances of apology.

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