CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The conclusions drawn from the analysis in the previous chapter can be described into several points. First, the realization pattern of the apology speech act is: IFIDs, explanation or account, offer of repair, taking on responsibility, concern for the hearer, promise of forbearance, and denial of responsibility. Therefore, the pattern used by the learner subjects in this study is much in the same way as the other previous studies.

Second, the most frequently used apology word is the form *sorry*. It is used both in non-trivial and trivial transgression by the learner subjects. The frequency of the other apology words such as *forgive* and *apologize* is less than 10%. The other forms *excuse* and *pardon* are the least frequently used IFIDs, i.e. less than 1%. The most frequently used apology strategy is the expalanation strategy, which consists of both explicit and implicit explanation. The apology strategy offer of repair has second highest frequency of use. The frequency of use of the other apology strategies are concern for the hearer, take on responsibility, promise of forebearance, and denial of responsibility.

Third, deviation of usage such as repetitive use of intensifier is not significant in this study. The other deviation of usage found in the data is the use of *pardon* and *excuse*. The use of *pardon* and *excuse* are largely avoided in 'real' apologies in British English.

Fourth, distribution of apology varies across the speech situations given in the questionnaire. Most subjects use the form *sorry* in all situations although the percentage distributions vary from one situation to the other. Explicit explanation is preferred more by the learner subjects in four situations, i.e. professor-student, student-professor, manager-

student, and stranger-stranger. Taking on responsibility occurs more between strangers (Situation 6) and between fellow workers (Situation 7). The responsibility is realized by an expression of lack of intent in the transgression. The highest frequency of concern for the hearer occurs in manager-student situation.

Fifth, evaluation of social distance, social power, severity of offence, and obligation of apology varies in the seven situations. The evaluation of the level of social distance (familiarity) between S and H is high between friends in Situation 5 (a friend is late for a meeting with a classmate) and low between strangers in Situation 6 (a driver in a parking lot backs up into someone else's car). The learner subjects perceived the level of familiarity as slightly higher in the situation, where a student apologized to a professor for forgetting the book, than the situation where a professor apologized to a student for not reading the paper.

The perception of power between the speaker and hearer (the person apologizing and the person apologized) varies across situations. And finally, the results of obligation of apology are very similar to those of severity of offence.

5.2 Suggestions

The present study is mainly concerned with how are the speech act sets of apology perceived by Indonesian learners of English, i.e., the application of rule appropriateness in English apology. Therefore, it is suggested that some further studies be made on the implication of the present study in the learning of English apology as a foreign language. As there are many types of speech acts and their aspects within the context of a foreign language learning that are equally important to be investigated and discussed in one research or study, it

is also suggested here that further studies be made on the other types of speech acts and their implication to the study of foreign language.