

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communicative competence had been the goal of teaching a second/foreign language and had gained importance in recent years since its introduction by Hymes in 1960s. As Hymes, (1972) points out communicative competence involves not only rules of the language but also abstract knowledge about social and functional rules of language. For Hymes, knowledge of linguistic rules was supported by the competence of using the languages appropriately in situations. As it was suggested in literature, while acquiring the language, native speakers of a language also acquire the knowledge of rules and choose among the speech acts when communicating with others.

However, the situation was different when people learn a second/foreign language since speech acts have been accepted as one of the troublesome points in learning a second/foreign language (Wolfson, 1989; Harlow 1990; Schmidt and Richards 1980). It has been claimed in literature that second/foreign language learners face problems in using speech acts as their usage requires socio-pragmatic competence. Although speech acts were universal and can be found nearly in all languages, their usage differs according to the culture of the community. Cross-cultural studies of speech acts have shown that L2 learners face problems in using speech acts when they communicate with native speakers of the target language (Blum-Kulka and Olshtain 1984; Kasper 1990; Beebe et. al 1990; Koike 1989; Cohen and Olshtain 1993).

The benefit of knowing the strategy of apologies for EFL learners was one of the obligations so that prospective teachers knew, and how to applied it in daily life as one of the etiquette of life that will always be applied to the general public, especially in the academic world. In other words, the benefits were great because by apologizing, whatever big mistakes other people were always given tolerance that can calmed down teachers need to know the speech act of apology because apologies were also only a form of making amends, but something we do to be polite.

It was a way to show respect and empathy for those who have been harmed/ Apologies can be won by others who always act like mutual respect and that meant instilling moral values and being a guide for the future to come. Apologies can be a commonplace and simple thing or something that was always done by people who have no difficulty or a difficult thing to do. The word "sorry" was able to affect the relationship between individual prospective teachers or in society.

It was very important for us to be able to know the various benefits of apologizing. Especially in an effort to maintained the public relations. In addition to expressing respect for the person or persons who have hurt or hurt us were so important because: 1) apologizing showed that we cared about the feelings of others; 2) apologizing also shows that we were able to took responsibility for the actions of others; 3) apologizing showed that we were able to take the responsibility for our actions; 4) by apologizing to the other person, he or she no longer felt that we were a threat to them; and 5) apologies can pacified other people.

This study was more important to be investigated continuously, because of the apology had interested attitudes that influences somebody to be aware her/himself said sorry for others when they were making wrong. On the other hand, the apology gave more meaning to other people, those were not respect to say sorry when they made the wrongness. That was why, the apology would give more perfectly way or a simply way for someone who never said sorry.

The purpose of this study was known the aim of writers and the argumentation of the individual which was connected with the writers to understand more about the apology theories and also known more the meaning of apology. Apology also gave more meaning for those who did not know yet how to practice it yet seemed that it would be given some clues or to tell others for practicing it in their daily lives. Apology denoted one of the pragmatics theory or theory of pragmatics. Apology was one for everyone who should be practice. The writer wanted to search more about the apology strategies, even though the previously writers already studied.

1.2 Research Questions

Based on the background, the writer was interested to conduct a study on the strategies of apology used by the EFL learners in Kupang city.

1. What strategies of apology used by the third semester students of English Study Program of Unwira?
2. What was the most common strategy of apology used by the third semester students of English Study Program of Unwira?

1.3 Objective of the Study

In accordance with the formulation of the problem stated, the objectives of this study were:

1. To find out the strategies of apology used by the third semester students of English Study Program of Unwira.
2. To find out the most common strategy of apology used by the third semester students of English Study Program of Unwira.

1.4 Significance of the Study

The writer expected that this study was given some benefits for:

Theoretically, this study helped students in learning pragmatics, especially for the strategies of apology in English used that proposed by Levinson and Kasper also can be enriched the previous study on the strategies of apology.

Practically, this study can encourage EFL learners to be more aware and be capable of using appropriate the strategies of apology in English used as the daily communication. This study also can encourage English teachers to used and evaluated not only for the grammatical skill but also for students in pragmatic skill in daily interactions.

Pedagogically, this study was expected to provide a good improvement of EFL learners in their daily interactions because apology was most importantly in social life. If the apology continues to be preserved, the student's personality will also be good and respected others when they were on the progress to know.