



An analysis of apology in an Indonesian ELT textbook and the teacher's strategy to teach the apology

Waliyadin^{✉1}, Nurul Hayati Fauzi²

¹ Universitas Islam Negeri Syarif Hidayatullah Jakarta, South Tangerang, Banten, Indonesia

² MA Al-Aziziyah Putri, West Lombok, West Nusa Tenggara, Indonesia

✉E-mail: waliyadin@uinjkt.ac.id (corresponding author)

ABSTRACT

The apology is one of the speech acts that language functions cover. Considering that students must have pragmatic competence to use language appropriately in context, this research looked at apologies in an Indonesian senior high school ELT textbook, as well as the strategies used by teachers to teach apology. This study employed a qualitative approach which involves a textbook analysis and a semi-structured interview of the teacher's teaching strategies to collect the data. The collected data then were classified, transferred into tables, and analyzed using Limberg (2015)'s principles of teaching pragmatics. The findings of this study show that the textbook entitled *Bahasa Inggris Kelas XII* covers some parts of Limberg's principles of teaching pragmatics of apology. There is one principle that is not covered, namely, the principle of drawing a comparison. However, the findings of this study expose that the teacher's teaching strategies cover all Limberg's principles of teaching pragmatics of apology. Therefore, English teachers and institutions are expected to take into account the materials used to teach apology to students to raise students' pragmatic competence.

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Introduction

The inclusion of language functions in English textbooks demonstrates the importance of communicative competence, as it allows students to learn and develop pragmatic competence through speech acts (Nuridin, 2018). Considering that students must have pragmatic competence, English textbooks in Indonesia generally provide two types of English texts as the learning materials for students, namely, genres and functions. The fact that functions are provided in English textbooks shows that communicative competence is prominent. Saleem, Anjum, and Tahir (2021) synthesize communicative competence as a competence that initiates students to use the language appropriately based on the situations

of the talks. However, many Indonesian students still cannot use the language in an appropriate context although they have learned English for years at school. One of the main reasons is that because they are not taught pragmatic knowledge (Alwasilah, 2001 cited in Emilia, 2005), which is the knowledge of language use in communication, especially the relationship between linguistic forms and the contexts and situations in which they are used (Celce-Murcia & Olsthain, 2000). As a result, the students did not acquire pragmatic competence in their language learning.

Pragmatic competence is very important for students to have as it allows them to appropriately use the language in context (Celce-Murcia & Olsthain, 2000) and helps them avoid misunderstanding in communication. Some studies show the importance of pragmatic competence in language learning, for instance, a better performance in writing essays (Arghashi & Gorjian, 2018) and discourse completion tests (Derakhshan & Arabmofrad, 2018). Previous research shows that learners with pragmatic competence to apologize appropriately can take responsibility for an offense, assess its severity in a sociocultural context of interactions, and reimpose social harmony satisfyingly and acceptably. Limberg (2015) argues that proficient learners can also recognize an apology addressed to them in interaction and respond to it appropriately. In that regard, ways to develop EFL learners' pragmatic competence have become a primary concern for language pedagogy.

There has been an increasing interest in the analysis of pragmatic elements in EFL textbooks. Some studies focus on investigating pragmatic competence presented in English textbooks, especially, those examining the existence of pragmatic features, request strategies, and speech acts in English textbooks (Khoirunnisa, 2015; Nguyen, 2011; Vakilifard, Ebadi, & Ebrahimi-Marjal, 2015). The evaluation of Indonesian ELT textbooks also has been conducted and appeared in several journals. For example, a systematic evaluation of Indonesian ELT textbooks was conducted by Waliyadin and Petraki (2020). This study shows limited linguistic structures of compliment making and responding. They also lacked a socio-pragmatic explanation of the factors affecting compliment making and receiving. The study uses complements and complement responses as a unit of analysis which is very limited and suggests analyzing another speech act. Moreover, the study that focuses on analyzing apology using principles of pragmatics teaching proposed by Limberg (2015) is under research. Thus, this study focuses on analyzing apologies contained in an Indonesian textbook of senior high school. There are two main reasons for focusing this study on speech acts of apology. First, an apology is a speech act that is highly common in everyday speech and is of fundamental relevance because people of almost all ages may easily find themselves in situations in which their behavior simply does not meet others' expectations, breaches a social norm, or causes an offense (Limberg, 2016). Another main reason is that apology is the second most-studied speech act in cross-cultural pragmatics (Ogiermann, 2009). This shows that apology plays an important role in language education and thus in developing learners' pragmatic competence.

Furthermore, the important role of teachers who deliver the teaching materials to students in helping them acquire pragmatic competence cannot be ignored. This is because a teaching-learning process entails students, textbooks or teaching materials, and teachers. Therefore, the teacher's strategies to teach the apology are analyzed as well in this study. In short, a study examining these issues is worth conducting to contribute a different perspective in an educational and linguistic field.

Method

Research design

The previous studies have presented examples of different textbook analyses related to speech acts in some countries. However, so far there is no study, especially in Indonesia, which has specifically analyzed apologies contained in English textbooks and teachers' strategies to teach the apology using the principles proposed by Limberg (2015). Considering the gap between previous studies and the current study, research questions of this study were formulated as follows:

- (1) To what extent does the textbook *Bahasa Inggris Kelas XII* cover Limberg's principles of teaching apology?
- (2) To what extent do the teachers' strategies in teaching apology meet Limberg's principles of teaching apology?

To answer the research questions, this study employed a qualitative approach in which the data is collected through a recorded interview and processed into a textual form (Dörnyei, 2007). Dörnyei (2007) notes that the rich data obtained in qualitative research about the participants' experiences can widen our understanding of the phenomena and thus bring researchers into a depth analysis of a phenomenon. Therefore, this study adopted qualitative research because it is an effective way of exploring the coverage principles of teaching apology in the textbook and the teacher's teaching strategies.

Besides, using a qualitative approach in this study allows the researcher to go into depth analysis of the two aspects. In that regard, the instruments of this study are a textbook analysis and a semi-structured interview. A semi-structured interview is chosen as the instrument of this study because as Richards (2009) notes that it draws to some extent on the other types of interviews. This means that although guided questions are prepared, the format is open-ended, and the interviewee is promoted to elaborate on the issues raised in an explanatory manner (Dörnyei, 2007). Thus, this benefits the researcher to collect richer data. This discussion is the researcher's standpoint to apply constructivism as the research paradigm of this study.

Data source

The English textbook analyzed in this study is the textbook entitled *Bahasa Inggris Kelas XII* for Indonesian students of grade 12 in a high school. The textbook is published by Intan Pariwara publisher by following the syllabus of the 2013 Curriculum developed by the Indonesian Ministry of Education and Culture (see Appendix 1). The textbook for grade 12 is analyzed because speech acts of apology are taught in year 12. Therefore, the participant of this study is the English teacher in grade XII of the high school. The scope of this study was that the data which were analyzed are the materials and tasks of teaching apology presented in the English textbook and teacher's strategies to teach the apology. Other than that, it will be neglected. Regarding the textbook analyzed, the reason to choose this textbook is that because it is published by one of the popular publishers in Indonesia. Besides, it is widely used in Indonesian schools and thus is easily found.

Pilot study

Before the administration, the interview was piloted on 2 subjects, relatively close to the profile of the target participant who is an English teacher. The pilot study is done to fine-tune the questions, instructions, and procedures. In the pilot, besides completing the interview, the subjects were also asked to make comments on the clarity of the questions and to give comments about the process of completing the interview. As some of the respondents gave several alternative answers to some questions, the word choices of some interview questions need to change. This is to make it clearer to the respondents what the question refers to. Originally, some questions use 'forms of apology' in asking the variety of apologies and then finally are changed to 'expressions of apology'. For example, the interview question becomes 'Do you use educational websites (such as BBC) to find useful information and materials for language teaching on different expressions of apology?' Finally, as the respondents answer almost all the questions well, the rest is kept the same.

Data collection

The English textbook analyzed in this study is the textbook. To collect the data, there were some steps done. First, the researchers asked permission from the English teacher at the high school to conduct this research. Then, the researchers had the textbook digitally from the teacher. After that, the researchers conducted a semi-structured interview with the English teacher through a phone call. The interview lasted for about 30-35 minutes and was digitally recorded. The interview questions are related to the teachers' strategies in teaching apologies (see Appendix 2). The questions are in English due to the efficiency of this study. Besides, the participants have experienced English teachers who have been teaching for several years and are fluent enough to speak in English. To avoid misunderstanding, the participants were allowed to ask or respond to the questions in Bahasa Indonesian due to the convenience of expressing their ideas.

After collecting the data, the researchers started analyzing the two data collected, namely, the textbook entitled *Bahasa Inggris Kelas XII* and the interviews. To answer research question 1, the textbook was first analyzed. The researchers examined the textbook, especially unit 1 in which apology is provided, page by page to discover the apology input and tasks. The data obtained then were categorized by referring to Limberg's (2015) principles on teaching apology which is the instrument of the textbook analysis. After that, the data were transferred into tables and were analyzed using Limberg's principles of teaching apology pragmatically.

Data analysis

Accordingly, in analyzing the data from the interviews the researchers first manually transcribed the data. The transcripts were then classified based on the emergent categories of the principles of teaching apology. After that, the data were transferred into a table based on conceptual categories of Limberg's (2015) teaching apology principles. The data then were interpreted. The analytical process was iterative and data analysis involved several transcript readings and progressive refining of emerging categories. The data were analyzed and interpreted by using the qualitative approach while the quantitative approach was employed

to find out the frequency of occurrences of apology strategies only. The quantitative data helped the researcher to analyze whether some principles are covered in the textbook.

Findings and discussion

Principles of teaching apology in the Indonesian ELT Textbook

Before reporting all of the findings, the researchers provide the results of apology strategies contained in the textbook. This is presented first because this has relations to some principles that will be discussed to answer the research questions.

Table 1. Occurrences of the apology strategies

Strategy types	Total
The explicit expression of an apology (expression of regret, offer of apology, request for forgiveness)	12
Expression of responsibility	9
Explanation (for the offense)	2
Offer of repair	3
Promise of forbearance	3

Informed by Table 1, it is depicted that expression of regret, offer of apology, and request for forgiveness categorized into the explicit expression of an apology mostly appear in *Bahasa Inggris Kelas XII*, the Indonesian ELT textbook. This finding confirms Ishihara and Cohen (2014) asserting that there are five strategies of apology, i.e., explicit expressions of an apology, expression of responsibility, explanation, an offer of repair, and promise of forbearance. Given the importance of having pragmatic competence for foreign language learners in an interaction, Limberg (2015) offers a synthesis of relevant research findings on apologies and suggests principles for tasks and activities in the classroom which help acquire pragmatic competence.

Table 2. Principles for teaching pragmatics covered in the textbook

Principles for teaching pragmatics	Existence
Raising awareness	Yes
Drawing comparisons	No
Exploring speech acts	Yes
Combining pragma-linguistics and socio-pragmatics	Yes
Creating variability	Yes
Integrating different language skills	Yes
Practicing speech acts within sequential structures	Yes

Table 2 illustrates that the textbook covers almost all Limberg's (2015) principles of teaching apology. The principle that is not covered by the textbook is the principle of *drawing a comparison*. Besides, the principles of *exploring speech acts* and *creating variability* are covered since the five strategies of apology are covered by the textbook.

Based on the results of apology strategies and principles of teaching pragmatics in the textbook, it implies that the textbook is good enough to be used as teaching material since it

covers most of the apology and principles of teaching the pragmatic of apology proposed by Limberg (2015). First, in terms of *raising awareness* principle, the textbook *Bahasa Inggris Kelas XII* provides a task that asks students to create and practice a dialog using the expressions that they have learned based on their situation. Limberg (2015) reckons that that kind of activity draws students' attention to the importance of apologies in maintaining social relationships. Besides, it raises students' awareness of cultural norms.

Second, regarding the principle of *drawing comparison*, the result of this study shows that the textbook does not cover this principle. Related to this principle, Limberg (2015) suggests that tasks should draw comparisons between native and target language culture. This is because it can allow students to develop their understanding of the risk of miscommunication in intercultural interactions and understanding of culturally appropriate ways of dealing with violations of social norms. Thus, it is important to provide students with materials that refer to this principle. Sadly, this principle does not exist in the textbook.

Moving to the next principle which is *exploring speech acts* that refers to the principle which suggests material to provide form and function variations of apology. In this regard, the textbook *Bahasa Inggris Kelas XII* provides material that contains the five apology strategies, namely, explicit expression of an apology, expression of responsibility, explanation, an offer of repair, a promise of forbearance. The examples of expressions found in each strategy are *I'm sorry, I admit what I have done is wrong, I tried my best to get here quickly, but the traffic was very heavy, let me look for it, and it won't happen again* respectively. This can be noticed in Table 1 that shows the occurrences of apology strategies. Table 1 shows that the five strategies of apology are covered in the textbook with an explicit expression of an apology being dominant. Moreover, strategies of *explanation, offer of repair, and promise of forbearance* are underrepresented with the frequency of occurrences not more than three occurrences.

The fact that the textbook provides the five strategies of apology is good since students can learn various ways of apologizing within context. Concerning the function of apology in context, the textbook gives examples of its use. One example of the conversations between friends after a round of a competition is taken from the textbook that is shown below:

- The girl : Hey, what's wrong with you? You made many errors during the first round.
 The boy : I admit that I played very poorly. I'm sorry. I felt very nervous.
 The girl : Ok, we still have a chance to break even in the second round and win the match.
 Just focus on the game and be confident.
 The boy : Ok, thanks.

The conversation shows that the boy used more than one strategy of apology. He used an expression of responsibility (*I admit that I played very poorly*) and an explicit expression of apology (*I'm sorry*). Besides, he said *I felt very nervous* which according to Ishihara and Cohen (2014) is a continuum expressing self-deficiency that belongs to the expression of responsibility or can be the explanation strategy. Limberg (2015) argues that different strategies are combined when one's responsibility for the act is undeniable or the offense is more severe. Having discussed this, the textbook covers the principle of *exploring speech acts*.

Regarding the principle of *combining pragma-linguistics and socio-pragmatics*, Table 2 shows that the textbook covers this principle. The textbook combines pragma-linguistics and socio-pragmatics by providing the five strategies of apology and tasks that show the realization of apology forms. According to Rose and Kasper (2001), pragma-linguistics refers

to the resources for conveying communicative acts, in this case, is an apology, which includes strategies of apology that have been discussed. For the socio-pragmatic aspect, this can be seen from the materials of the textbook which draw students' attention to the cultural norms, habit, and practice that requires or involves the use of apology in context (Saleem, Anjum, & Tahir, 2021). For example, the question 'what is the relationship between the speakers?' can raise students' awareness of the situation and register in which that kind or type of apology strategies are used (Celce-Murcia & Olsthain, 2000) as dialogues 1 and 2 have different contexts. Besides, the question 'what did the woman find in the textbooks which Rino returned?' and 'what is one of the rules when the students borrow books from the library?' enable students to identify what is the violation of norms and what situation that requires apology (Limberg, 2015) as the dialogue tells the reader that the woman, the librarian, found notes on some pages of the book borrowed by Rino. In short, the textbook covers the principle of *combining pragma-linguistics and socio-pragmatics*.

Since the textbook covers the principle of *raising awareness* and *exploring speech acts*, it can be asserted that the textbook meets the principle of *creating variability*. As has been discussed before, some principles overlap. The principle of *creating variability* suggests that learning material should provide input examples that reflect on a variety of choices and constraints and offer activities in which students explore, practice, and reflect upon apologies. Those two aspects are covered by meeting the principle of *raising awareness* and *exploring speech acts* that have been discussed in the previous paragraph.

Concerning with the principle of *integrating different language skills*, the textbook *Bahasa Inggris Kelas XII* provides students with a listening activity that requires the students to complete the dialog and followed by a reading activity that requires the students to read the complete dialog and answer some questions given. Besides, the textbook provides a task that asks students to create and practice a dialog using the expressions that they have learned based on their situation. This includes writing and speaking activities. According to Harmer (2015), this refers to skill integration in which different language skills are combined. Thus, the textbook covers the principle of *integrating different language skills*.

Having discussed the previous principles of teaching apology, it can be declared that the textbook *Bahasa Inggris Kelas XII* covers the principle of *practicing speech acts within a sequential structure*. As has been discussed before, the textbook provides tasks that ask students to create and practice a dialog using the expressions that they have learned based on their situation. This shows more detailed information about the result of the textbook analysis. That kind of activity involves creating the situation in which the apology occurs. This means that that kind of activity allows students to practice the speech act of apology with the sequence of, for example, offense-complaint-apology-response (Limberg, 2015). In short, the textbook covers the principle of *practicing speech acts sequentially*.

Variegations of teachers' strategies in teaching apology

Foreign language learners often face situations in which the cultural load of an expression may surface and possibly affect the course of interaction in a problematic way. This is because of what Limberg (2015) explains about culturally different considerations of an offense and the normative expectation to apologize for it. This means that breaches of social behavior might be different between one's native and the target language culture. Therefore, teaching an apology that raises students' pragmatic competence is prominent.

Drawing on the result of the analysis of the teacher's teaching strategies, Table 3 shows that the teacher's teaching strategies in teaching the apology cover all Limberg's (2015) principles for teaching apology. This will be discussed in the following paragraph.

Table 3. Results of teacher's teaching strategies

Principles of teaching apology	Existence
Gaining expertise	Yes
Raising awareness	Yes
Drawing comparisons	Yes
Exploring speech acts	Yes
Combining pragma-linguistics and socio-pragmatics	Yes
Creating variability	Yes
Integrating different language skills	Yes
Practicing speech acts within sequential structures	Yes

Table 3 demonstrates that the teacher's teaching strategies in teaching the apology generally cover all Limberg's (2015) principles for teaching apology. It can be seen from the table; the answer 'Yes' exists in every principle in the column.

The results of the analysis of the teacher's teaching strategies illustrate that the teacher meets the principle of *gaining expertise*. The teacher used two educational websites, namely, www.englishgrammar.org and www.book2.com to gather additional materials for teaching apology in the classroom. According to Limberg (2015), using educational websites is one way to meet the principle of *gaining expertise* as some knowledge about the forms and function of apology can be collected from educational websites. This allows teachers to learn from that and take examples from authentic interactions given on educational websites. He adds that this is an important aspect that enables teaching pragmatics more successfully.

Moreover, the data show that the teacher provided the students with activities that can raise students' awareness of the social function of apology and the differences between apology in the students' L1 and the target culture. Limberg (2015) notes that that kind of activity draws students' attention to the importance of apologies in maintaining a social relationship. Thus, the teacher's teaching strategies cover the principle of *raising awareness*. Besides, that also covers the principle of *drawing comparisons* as the teacher draws the students' attention to the differences of apology in their L1 and the target culture and the risk of miscommunication in intercultural interaction.

Furthermore, the data show that the teacher provided the students with a variety of apology strategies and combined pragma-linguistics and socio-pragmatics in teaching the apology. For example, the teacher explained to the students that 'I'm sorry' is commonly used to apologize in English and the teacher gave additional expressions such as 'I apologize', 'I'm really sorry', 'I will never do that again', etc. Besides, the teacher emphasized that the students could use more than one apology strategy to convince people that they are serious and genuinely apologize. This according to Rose and Kasper (2001) refers to pragma-linguistics which includes the strategies of apology. Moreover, the teacher gave the students a task that requires the students to create their situation with the expression of apology that they have learned in the class and asked the students to practice that with a friend.

According to Celce-Murcia and Olsthain (2000), this kind of activity can raise students' awareness of the context in which that kind or type of apology strategy is used. Therefore, the teacher's teaching strategies meet the principle of *exploring speech acts* as those tasks or activities allow the students to acquire an understanding of the forms and functions of apology in appropriate contexts. Moreover, the teacher's teaching strategies meet the socio-pragmatic aspect as it can be seen in Table 3. Limberg (2015) argues that the aim of socio-pragmatic can be achieved by discussing the differences between cultural norms. Therefore, the teacher's teaching strategies cover the principle of *combining pragmalinguistics and sociopragmatics*.

As has been discussed before, some principles overlap. It can be concluded that the teacher's teaching strategies cover the principle of *creating variability*, which suggests that teachers should provide input examples that reflect on a variety of choices of activities in which students explore, practice, and reflect upon apologies (Alfghie & Mohammadzadeh, 2021). The two points are covered by meeting the principle of *raising awareness* and *exploring speech acts*.

Moreover, the data show that the teacher gave the students tasks to read the example of apology expressions and then listen to a conversation of persons containing an apology. Moreover, the teacher asked the students to create their situation based on their daily life in which they make a mistake and apologize for their mistakes. After that, the students were asked to practice with a friend. This means that the teacher integrated reading, listening, writing, and speaking skills in teaching the apology. In other words, the teacher's teaching strategies meet the principle of *integrating different language skills*.

That kind of activity involves creating the situation in which the apology occurs. That kind of activity allows students to practice the speech act of apology with the sequence of, for example, offense-complaint-apology-response (Limberg, 2015). To sum up, the teacher's teaching strategies cover the principle of *practicing speech acts sequentially*.

Conclusion

This study has attempted to examine the extent that the textbook *Bahasa Inggris Kelas XII* and the teacher's strategies in teaching apology cover Limberg's principles of teaching apology. To achieve the aims, the textbook *Bahasa Inggris Kelas XII* and the interview transcript of the teacher's strategies in teaching apology are analyzed. Based on the results and discussion sections, some conclusions are made. First, the textbook *Bahasa Inggris Kelas XII* covers six principles of teaching apology proposed by Limberg (2015). They are *raising awareness*, *exploring speech acts*, *combining pragma-linguistics and socio-pragmatics*, *creating variability*, *integrating different language skills*, and *practicing speech acts within sequential structures*. However, the principle of *drawing comparisons* is not covered by the textbook. This is important to consider making students' language learning more effective in gaining pragmatic competence. Moreover, although the five strategies of apology are covered, strategies of *explanation*, *offer of repair*, and *promise of forbearance* are underrepresented with the frequency of occurrences not more than three occurrences. Furthermore, the teacher's teaching strategies cover all Limberg's (2015) principles of teaching apology. However, the teacher should give more examples of strategies of *explanation*, an *offer of repair*, and *promise of forbearance* as they are underrepresented in the textbook. This is to prevent the students from dominantly using one type of strategy in different contexts.

In terms of the pedagogical implications, the English textbook provides a variety of apology strategies that refers to pragma-linguistics and provide language input and tasks that are important for students developing socio-pragmatic competence. This means that the textbook seems trying to help students to acquire the pragmatic competence of apology. However, the textbook needs to consider providing the material that raises students' awareness of the differences between apology in their culture and the target culture. Moreover, equal distributions of apology strategies need to be considered to provide students with the variations of forms and functions of each apology strategy. Therefore, English teachers and institutions are expected to consider the materials used to teach apologies to students. The learning and teaching materials are supposed to provide not only a variety of apology strategies but also provide more examples of each strategy used in contexts. In other words, English teachers and institutions should be more aware of materials related to teaching apology that can raise students' pragmatic competence. Moreover, other researchers who are interested in the pragmatic field, especially apology, are encouraged to conduct an analysis of apology focusing on the aspect of raising students' awareness of apology differences between their L1 and the target culture.

This study is small-scale research on the textbook analysis and the teacher's teaching strategies in teaching apology. Therefore, this study has several limitations. First, there was only one textbook being analyzed in this study as the researcher did not find the expressions of apology in some textbooks that the researcher can access. Consequently, the results of this study do not give a full picture of pragmatic apology in Indonesian textbooks for teaching English. Moreover, that the participant of the study was only one. This means that this study lacks the information of teachers' teaching strategies that use the same textbook to teach apology. Therefore, other researchers who are interested in this area are highly recommended to conduct studies focusing on an analysis of apology in some textbooks or on an analysis of a textbook and the teachers' strategies in teaching apology.

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Appendix 1. Teaching material of the textbook

1.1 Expressions
Blaming a Person

Read the following dialog.

Mother : What happened?
 Bisma : **It's all Dion's fault.** He didn't study the materials for the presentation so he couldn't answer the questions. He's responsible if we get a low score.
 Mother : You shouldn't blame him. It's team work so all of you are responsible for the result. Besides, if a member couldn't have answered a question, then another member should have helped.
 Bisma : You're right, Mom.

Pay attention to the sentence in bold. The sentence "**It's all Dion's fault.**" is used to blame a person. In the dialog, the boy blames his friend Dion because of his poor performance for their presentation. Here are expressions of blaming a person.

Blaming a Person

- How could you do a similar mistake?
- It's your mistake/fault.
- I blame you.
- I think you are the one who is responsible to solve this problem.
- Are you out of your mind?
- I can't believe you did it.
- I hope you're sorry.
- I hope you are sorry for hurting my feelings.
- What on earth were you thinking?

Accusing a Person

Read the following dialog.

Alisya : Why did it suddenly go off?
 Mieke : Please don't panic. Just try to reboot.
 Alisya : O.K. You're right. It works normally. Sorry for accusing you of breaking phone, Mieke.
 Mieke : It's alright.

The sentence in bold "**What did you do?**" is used to accuse a person. The girl on the left accuses her friend for making her smart phone faulty. Her friend responds to it by saying, "**I didn't do anything to your smart phone. I swear.**"

Character Building
 Never accuse people without any evidence.

2 Narratives

Here are expressions of accusing a person.

Accusing a Person	Responding
<ul style="list-style-type: none"> You must have talked about me behind my back. You dropped that porcelain glass last night, didn't you? You took my magazine, didn't you? You had lost all of my data on the computer. No one else could steal money, but him. You copied my artwork! 	<ul style="list-style-type: none"> No, we didn't. No, it wasn't me. Yes, I did. Sorry for not asking you first. I'm really sorry. I didn't mean to. You are probably right. No, I didn't!

Admitting Mistakes

Read the following dialog.

The sentence in bold "I'm sorry, I admit that I played very poorly," is used to admit a mistake. In the dialog, the boy admits that he played very poorly and he feels sorry. Here are expressions of admitting mistakes.

Admitting Mistakes
<ul style="list-style-type: none"> I'm sorry. It's my fault. It's my mistake. I apologize. I admit what I have done is wrong. I know. I shouldn't have done that. Sorry. Sorry, I didn't mean to. I never intended it that way. Yes, I take the blame. You're right. I'm fully responsible for this matter.

Making Promises

Read the following dialog.


Alif : Board what? Our train departed five minutes ago. We have to wait for the next train.
 Putra : Oh, I'm really sorry.
 Alif : O.K., but promise me that a similar mistake never recurs.
 Putra : **Sure, I promise you. It won't happen again.**
 Alif : May you keep your word.


Pay attention to the sentences in bold, "Sure, I promise you. It won't happen again." In the dialog, the boy on the left feels upset because his friend comes late. His friend feels sorry and he promises that it won't happen again.

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Here are expressions of making promises.

Making Promises	Responding
<ul style="list-style-type: none"> • I promise I will help you. • Keep my promise. It won't happen again. • I swear I will not let others know this problem. • I assure you that I will return the book on time. • Don't worry. I'll see you before I leave. 	<ul style="list-style-type: none"> • Thank you. • All right. Keep your promise. • O.K. Thanks. • Really? Let me be assured. • O.K. I'll wait for you.

 **Exercises**

 **Listening**

A. Listen and complete the dialogs based on what you have heard.

Dialog 1
 Ms. Dini : Can I help you?
 Rino : (1) _____ these three books.
 Ms. Dini : All right. (2) _____. There is some handwriting in this book.
 (3) _____ who wrote some notes here, wasn't it?
 Rino : No. Ma'am. I didn't write anything there.
 Ms. Dini : (4) _____ to write anything on the books.
 Rino : I know. Maybe, (5) _____?

Dialog 2
 Rahma : I have been waiting for you for almost half an hour.
 Damar : (1) _____.
 Rahma : You had promised to (2) _____ yesterday, hadn't you?
 Damar : But (3) _____ on the way here.
 Rahma : You could text me, so I wouldn't have waited so long.
 Damar : Sorry. (4) _____. I promise it won't happen again.
 Rahma : O.K., (5) _____.

B. Answer the questions based on the dialogs in Task A.

Dialog 1

1. Where did the dialog probably take place?
2. What does Ms. Dini do?
3. How many books did Rino borrow?
4. What did the woman find in the books which Rino returned?
5. What is one of the rules when the students borrow books from the library?

Dialog 2

1. What was Rahma doing?
2. What time did Damar arrive?
3. Why did Damar arrive late?
4. What should Damar have done?
5. What is the relationship between the speakers?

4 Narratives

C. Listen and arrange the sentences based on what you have heard.

Dialog 1

- Frida : Something wrong?
- Frida : Yes!
- Frida : Would you mind sharing with me? I promise I won't let others know. It's between us.
- Frida : You look so sad, Trias.
- Frida : Don't worry. You have me here. Cheer up, girl.
- Frida : Maybe, it was because they were not confident to work with such a brilliant girl like you.
- Trias : Can you keep a promise?
- Trias : Whatever it is, I feel a bit miserable.
- Trias : I'm just not in a good mood.
- Trias : Well, I feel that no one likes me. This morning, when Ms. Rani asked us to work in groups, no one was willing to work with me. Then, Ms. Rani assigned me to the group with Vanya.
- Trias : It's just a simple problem.

Dialog 2

- Jane : Oh, no. How can it be?
- Jane : Sorry, Bram. May I interrupt you for a while? I need to type an invitation.
- Jane : I think you are to blame. You often use the computer for playing games for hours, don't you?
- Jane : I suddenly can't move the cursor and I can't click on anything with the mouse.
- Jane : Please.
- Bram : Yeah, but it can be because of something else. Let me restart the computer. I hope it will work again.
- Bram : What's the matter, Jane?
- Bram : I think there is a problem with the hardware.
- Bram : Sure. Please do.
- Bram : There may be something wrong with the computer. May I see?

D. Complete the statements based on the dialogs in Task C.

Dialog 1

1. Trias looks sad because _____.
2. Trias doesn't mind _____ with Frida.
3. Trias' teacher asked her to _____.
4. Frida promises _____.
5. Frida thinks Trias' friends were _____ to work with Trias.

Dialog 2

1. Jane interrupts Bram because _____ with the mouse.
2. Jane cannot _____.
3. There is a problem with _____.
4. Bram often uses the computer for _____.
5. Bram will _____ in hope that it will work again.

E. Listen and answer the questions based on what you have heard.

1. Who are talking in the dialog?
2. What are the speakers talking about?
3. What did the girl say to blame the boy?
4. Where was the girl when the boy used the device?
5. What should not the boy have done with the device?
6. What should the boy do?
7. In your opinion, what did the girl feel?
8. The boy said, "I admit that I should not have used the device." What does it mean?

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Speaking

A. Practice the following dialogs.

Dialog 1
 Hanna : Dimas, did you see my notes on the desk?
 Dimas : What notes? There were many sheets of paper here.
 Hanna : My course's schedule. It was on a piece of white paper. Not too big, I think.
 Dimas : Were there a few highlights on the notes?
 Hanna : Yup, you're right. Blue highlights, right?
 Dimas : Yes, it was. I'm sorry, I threw it away.
 Hanna : What? You threw it away? Oh, gosh!
 Dimas : I thought you didn't need it since it was on the used paper pile.
 Hanna : However, you should have asked me before throwing it.
 Dimas : You're right. I admit that I am wrong. I'm sorry.
 Hanna : Then, where did you throw it?
 Dimas : In the front garbage bin. Well, let me look for it. I hope the garbage collector hasn't emptied the bin.
 Hanna : O.K. Hurry up!

Dialog 2
 Danar : We lost the match by 2-3.
 Raka : Yeah, we have to admit that our opponent had better team work.
 Danar : They also had both strong defence and attack.
 Raka : Well, I'm just a bit disappointed with our strikers.
 Danar : What do you mean?
 Raka : You know, Lintang should not have aimed the ball directly at the goal.
 Danar : For the second attempt, it was your fault to pass the ball to him. The defender got the ball easily.
 Raka : I know. I should have kicked it harder. Anyway, we can learn a lot from this match.
 Danar : Yes, you're right. Let's focus on the next match.

B. Answer the following questions based on the dialogs in Task A.

Dialog 1
 . What is Hanna looking for?
 . What is the notes like?
 . What does Hanna blame Dimas for?
 . What is Dimas going to do after the conversation?
 . Why does Hanna ask Dimas to hurry?

Dialog 2
 . What are the speakers talking about?
 . According to Raka, why could their opponent beat them?
 . According to Danar, what were the opponent's strong points?
 . Who played unsatisfyingly?
 . Why does Raka blame Danar?

C. Complete the dialog with the correct words from the box.

a. fault	b. object	c. refuse	d. available	e. a little late
f. apologize	g. welcome	h. run out	i. sold out	j. punctual

na : Good afternoon, three tickets for 3 p.m., please.
 aff : Good afternoon. I'm sorry, the tickets were (1) sold out. There are several seats (2) available the third session.
 na : What time is it?
 aff : At 5 p.m.

6 Narratives

Appendix 2. Interview questions

Principle 1

- (1) Do you understand speech acts of apology?
- (2) Do you use educational website (such as BBC) to find useful information and materials for language teaching on different expressions of apology? If so, what are they?

Principle 2

- (1) Do you point out the difference of apology that exist between native and target culture? (This question has correlation to questions in principle 3) How do you do this?
- (2) Do you teach or explain to the students when they would normally apologize and how they would express their regrets?

Principle 3

- (1) If you explain the comparisons between native and target culture, what task do you give to students related to that aspect?

Principle 4

- (1) Do you teach different expressions and functions of apology?
- (2) How do you teach this?
- (3) How do you make sure they understand the expressions and functions of apology in the target culture?
- (4) Apart from what is already available in the textbook, do you provide a list of apology utterances to the students?

Principle 5

- (1) Do you explain possible contextual constraints, existing differences in speakers' perceptions, and potential pitfalls of intercultural communication? How do you do that?

Principle 6

- (1) Do you offer apology variations about syntactic forms, realization strategies, modification devices, and response types?
- (2) If so, how do you do that?

Principle 7

- (1) Do you integrate different language skills in teaching apology?
- (2) If so, what are they and how do you do that?

Principle 8

- (1) In teaching apology, do you explicitly tell them sequential structure of apologies in different forms?
- (2) What are the other tasks that you give to students in teaching apology?