

SPEECH ACT SECT APOLOGIES: A COMPARATIVE RESEARCH BETWEEN BUGINESE AND ENGLISH OF ENGLISH GRADUATE STUDENTS

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Abstract: The research aims to compare both the and Buginese and English languages in the apology aspects. This research applied to graduate students who can speak Buginese and English to find out the difference in using two from their own perspective. The result shows that the use of IFID is the most common in both languages and the words used to say apology could be found for both languages. On the other hand, it found the difference in the order of using the apology strategies. The final point for this research is Buginese's' first language or speech pattern to apologize, which is very influential on their use of the apology in English. It shows that their native language influences the use of English to apologize in their life as much as their own way of apologizing in Buginese language.

Keywords: speech act, comparative, apology

INTRODUCTION

Language is a communication tool when it allows people to share ideas in their minds by expressing them in one language. Many language types are used in the world. One of them is English as an international language used by people around the world. English as most spoken language is a good thing to compare with another language, a local language spoken by most people in South Sulawesi, Indonesia, which is Buginese language.

Every language has its own meaning. In terms of meaning, it has a correlation with semantics and pragmatics. Lee, D. (1987), semantics as these both are concerned towards meaning. Semantics is the study of meaning while pragmatics is meaning in relation to the context of the utterances used. In order to compare both Buginese and English, those are treated from a pragmatic perspective. Because every language universally has a pragmatics side.

According to MacIntyre, P. D., & Charos, C. (1996), Communication is the primary purpose of language. It requires the full cooperation of people in delivering and understanding messages. The addressee should understand what the sender means with his statements. Furthermore, a word will have a different meaning in different situations, so understanding pragmatics is tantamount to knowing the meaning of the utterances to create better communication.

In pragmatics studies, one of the interesting points is speech act which is introduced by Austin in 1962 in his book *How to Do Things with Words*. It is stated that some words in sentences seem like being designed to do something instead of saying something. It is related to the performative word meaning to do something and the constative word meaning to say something. The speech act of denial as a disadvantaged response is complex to perform and usually involves indirect strategies (Hart, B. L. 2014).

Numerous previous researchers have studied apologies such as Murphy, J. (2015) his research is "Revisiting the apology as a speech act: The case of parliamentary apologies". it discusses how refinements are needed to previously propose categories of apology strategies to accurately describe how (British) politicians apologize. This analysis shows that MPs make

more fulsome apologies than the apologies found in everyday conversation. The type of offence has an effect on how an apologises, with apologies for financial irregularities being the more detailed and making use of more conventional strategies than other apologies. Another research is "I apologise for my poor blogging": Searching for Apologies in the Birmingham Blog Corpus" written by Lutzky, U., & Kehoe, A. (2017), This research focuses on apologies as a speech act characterized by a standard set of routine expressions, which facilitates searching with corpus linguistic tools. it results that for a comparatively formulaic speech act, such as apologies, the polysemous nature of forms (cf. e.g. I am sorry vs. a sorry state) impacts the precision of the search output so that previous research of smaller data samples had to resort to manual microanalysis. Furthermore, the last previous research about "Realisation of the Speech Act of Request, Suggestion and Apology by Libyan EFL Learners" written by Alfghe, A., & Mohammadzad eh, B. (2021). The purpose of the research is to examine the socio-pragmatic and pragma-linguistic competence of the students, using two instruments: a questionnaire in the form of a Discourse Completion Test (DCT) and a rating scale. The results reveal numerous similarities between the Libyan Arabs and the Amazigh participants in performing all speech act strategies of request, suggestion, and apology. This research is a continuation of the three previous studies on speech act apologies, this research examines the comparison of speech act apologies between Buginese and English using the theory of IFIDs by John L. Austin in his book *How to Do Things With Words* in 1962.

To compare the use of apologies in Buginese and English, this research is applied to graduate students who can speak Buginese and English to find out the difference in using two from their own perspectives. In order that through this research can learn more about the use of two languages, especially to find out similarities and differences. Additionally, most of the theory presented in this project comes from American Apology at the University of Minnesota and research by Soshana Blum-Kulka and Elite Olshtain in 1985 as comparative research of English. Based on research with a pragmatic approach can be formulated below:

1. Similarity for both Buginese and English in apology.
2. Difference between Buginese and English native in apology.
3. Influence of Buginese to English in apology.

METHOD

The method used in this research is the descriptive qualitative research method. It could also compare two things in a group or point out some problems. Therefore, descriptive qualitative research determines things by providing explanations and interpretations for the analyzed data.

For this comparative research of both Buginese and English, Individuals who can speak both Buginese and English are being studied. There are 5 people from graduate students of the English language program of universities in South Sulawesi. They are:

Table 1. Research Participants of English Language Program Universities

No	Research Participants	Graduated from
1.	A	Hasanuddin University
2.	B	Makassar State University
3.	C	Bosowa University
4.	D	University of Muhammadiyah Makassar
5.	E	University of Muhammadiyah Pare-Pare

To collect all the data, this research conducted some processes by Preparing Discourse Completion Test (DCT) in Buginese and English, asking samples to fill out Appendix A as an agreement that they are the sample of this research, and then answer the discourse Completion Test (Appendix B).

The instrument of this investigation is Discourse Completion Test (DCT), which this used to compare Buginese and English speech actualization patterns. The test consists of incomplete discourse sequences that represent socially differentiated situations. Each discourse sequence contains a brief description of the situation that specifies the setting, includes scenarios and is arranged for a topic that is familiar to the interlocutor. DCT is provided in both Buginese and English.

DATA ANALYSIS

There are five situations in both languages. All situations are the same. The difference is only in the language but although the situations are the same, all answers are directly translated into the language used in the DCT.

The following data shows situation and table response (utterance) for the situation for research participants in both languages in DCT. The space after *you* is in response to utterance previously given.

First Situation

You buy some vegetables at the market. After asking the seller to put vegetables in your basket, you leave her directly without paying. As you turn around and walk away, the seller calls you.

Seller : "Excuse me, you have not paid it yet."

You :

Table 2. Responses for First Situation

No	Research Participants	Buginese	English
1.	A	<i>O iyye', tabe', taddampengekka</i>	Oh, yes. I'm so sorry. So, sorry
2.	B	<i>Millau dappengnga kasi. wallupai wajai nasaba maperri-perrika. Tarimah kasih nasaba ta paringarrang moka.</i>	I'm sorry, I forget to pay. It's because I'm in a hurry. Thank you for reminding me.
3.	C	<i>Tabe, Puang, walupai wajai</i>	Oh, I'm sorry, I forget it.
4.	D	<i>taddampengekka. Wallupai kasi. Siaga ya mengro ellinna?</i>	Oh, I do sorry. I forgot it. It is my mistake. How much I have to pay?
5.	E	<i>awwe' addampengakka puang, untung mo ta pidakka ceddeni rugi.</i>	Oh I am sorry for that, Thanks that you have remained me.

Second Situation

You have a very close friend. They have been friends for four semesters now. Today, you promise to see Tiger Boy at the cinema. They will leave ten minutes later. When she calls you to make sure of the agenda, you accompany your mother to go to the hospital quickly.

Your friend : Hello, [your name], are you ready to go?
You :

Table 3. Responses for Second Situation

No	Research Participants	Buginese	English
1.	A	<i>lyye', jaji mua. Naekiya, loka jolo mantara l emma'ku jokka ruma saki'e. Jaji taddampengekka akko tella'ka, pura taisseng nitu passabarena</i>	Yes, but I'm now accompanying my mother to go to hospital. I will go there soon. Hopefully, I will not be late but if I'm late I do apologize for that and I think you know my reason
2.	B	<i>Millau dappengnga sahaba, de'ta jaji lao manonntong nasaba meloka lao sibawangngi indoku lao rumah saki'e. makessing kapeng ri lain asso pasi ta lao manonntong.</i>	Sorry, I am going to accompany my mother to go to hospital hurriedly. I think, our agenda should be delayed. Let's watch it next time.
3.	C	<i>De ulei joka nasaba usibawangi emmaku joka ri bola doko e.</i>	Oh, no. I should be with my lovely mother for this time being.
4.	D	<i>Sitongenna melo na lao naiyyaki yasi lalona ladde emmakku melo iyantara jokka rumahsakit. addampengengkka, melo laddeka sa jokka. Tana podo mengertiki</i>	Actually, I am ready to go but I am so sorry I cannot because I have to accompany my mom to go the hospital. I am so sad cause I cannot go with you. I hope you can understand.
5.	E	<i>eh, loi diantara indokku na purani ujanci na de'to ku ulle salai indokku, makanja kapang nakko bajapi dillao di?</i>	Hy guys, I really sorry to say that I have to cancel my appointment. I have to accompany my mom, what about tomorrow?

Third Situation

You are conducting an English camp at your school. You are the chief of committee. It is a big event because you are inviting the Head of your regency to open the event officially. When the Head of regency has arrived, the preparation of place of opening ceremony has not finished yet.

Head of regency : Good morning, where do you conduct your opening ceremony?
You :

Table 4. Responses for Third Situation

No	Research Participants	Buginese	English
1.	A	<i>lyye' akkoe mua matu, Fung. Naekiya, addampeng dampeng ki jolo, nasaba nappawi ipasia' maneng agagae maeloe ripake</i>	It will be here actually but I'm so sorry because the preparation is still in process.
2.	B	<i>Mario atikku engkaki melo bukkai acara English camp'e tapi Millau</i>	Good morning, it will be conducted in the second floor.

		<i>dappengga nasaba depa nasalesai onroang acarae, mammuaregi macenning atitta mattajeng cinappa.</i>	We beg your pardon to wait for several minutes because the committee still prepare for the place.
3.	C	<i>Taddampengekka nasaba depa napura persediangenge Puang. Iye, coconi onronna koe.</i>	As a matter of fact, in this place, the preparation is still in process. I do apologize, sir for everything.
4.	D	<i>Selamat pagi, acara pembukaan naekkuemua. Tatajenni cinampe meloni ipammulai pembukaanna.</i>	Good morning. We will conduct in here and for a few minutes later the ceremony will be begun. Please have a sit.
5.	E	<i>Tudakki puang, minung teng jolo nappa di mulai acarae</i>	welcome sir, please take a sit and have a meal for a minute

Fourth Situation

You have a younger sister in third grade of Junior high school. Every afternoon, you have to pick her up from school. This afternoon you cannot pick her up because you have a very important meeting to attend.

Your Sister: I will wait for you in front of cafeteria.

You :

Table 5. Responses for Fourth Situation

No	Research Participants	Buginese	English
1.	A	<i>Aij, addampengekka' ndi, de ullei jempu'ki ye essoe. Engka mua tu matu usuro jokka jempu' ki. Ajja mua tasalai onrotta. Ta tajanni</i>	Ouch, I'm so sorry I cannot pick you up today, I will ask someone to pick you up soon. Don't leave your place! Don't go anywhere!
2.	B	<i>Aja mulao kega, tajanni ri anroangngewe. purani upaseng lao ri sibawakku jeppuki nasaba angka acara liwe penting melo ulao'i.</i>	please stay there! I have asked my friend to pick you up because I have a very important meeting to attend.
3.	C	<i>Naulee kapang de ule jempukki nasaba sibukka ndi'.</i>	You may find another transportation because I have a principal case to do, that's why I couldn't pick you up.
4.	D	<i>Essoe de'usempa jempuk ki ndi nasaba engka acara penting melo ujama. Uhubungi pi itau akku bolae supaya lao jempukki.</i>	For today, I cannot pick up you because there is something important that I have to do. I will ask the other (father or brother) to pick you up.

5.	E	<i>Engka lo ujama ndi' jadi de' ku ulle jempukki, tapi purani ku pidang Bobby lo jempukki ta tajenni cedde.</i>	Hey dear, I have a meeting right now, so I can't pick you up but I have told Bobby to pick you up.
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Fifth Situation

You are in the mall on the first floor. Your mother is asking you to buy her a set of beautiful glasses that she has shown you before on the second floor. But, when you arrived there to buy it, you meet your friend asking for your money to pay her bill in a restaurant because she forgets her purse and you pay for that and you give your mother's money to him.

Your mother : Have you got the glass?

You :

Table 6. Responses for Fifth Situation

No	Research Participants	Buginese	English
1.	A	<i>lyye' akkoe mua matu, Fung. Naekiya, addampeng dampeng ki jolo, nasaba nappawi ipasia' maneng agagae maeloe ripake</i>	It will be here actually but I'm so sorry because the preparation is still in process.
2.	B	<i>Mario atikku engkaki melo bukkai acara English camp'e tapi Millau dappengga nasaba depa nasalesai onroang acarae, mammuaregi macenning atitta mattajeng cinappa.</i>	Good morning, it will be conducted in the second floor. We beg your pardon to wait for several minutes because the committee still prepare for the place.
3.	C	<i>Taddampengekka nasaba depa napura persediangenge Puang. Iye, coconi onronna koe.</i>	As a matter of fact, in this place, the preparation is still in process. I do apologize, sir for everything.
4.	D	<i>Selamat pagi, acara pembukaan naekkuemua. Tatajenni cinampe meloni ipammulai pembukaanna.</i>	Good morning. We will conduct in here and for a few minutes later the ceremony will be begun. Please have a sit.
5.	E	<i>Tudakki puang, minung teng jolo nappa di mulai acarae</i>	wellcome sir, please take a sit and have a meal for a minute

Based on the tables above, most research participants tend to give the same answer. The Buginese of her apology to the first speaker for each situation is translated into English. Other answers reacted differently, but the difference is only in the pattern of the different strategies used. Considering 5 categories of an apology, it is important to understand the way the research participants react to the given situation:

- 1.) IFID or Illocutionary Force Indicating Device (or the explicit expression of an apology).
- 2.) Taking on responsibility.
- 3.) Explanation.
- 4.) Offer of repair.
- 5.) Forbearance Promise.

The table below showed responses from them. Based on the order for each category which is number 1 for IFID until number 5 for Promise of forbearance, this data identifies research participants' answers on DCT:

Table 7. The utterances for all samples model on five apology strategies

Research Participants	First Situation		Second Situation		Third Situation		Fourth Situation		Fifth Situation	
	Buginese	English	Buginese	English	Buginese	English	Buginese	English	Buginese	English
A	2,1	2,1	3,3,1,3	3,4,1,2	3,1,3	3,1,3	1,3,4	1,3,4	1,3	3
B	1,2,3	1,2,3	1,3,4	1,3,4	1,3,4	3,1,3	4,3	4,3	1,3	1,3
C	1,2	1,2	3	3	1,3	3,1	3	4,3	1,3	3
D	1,2,4	1,2,3,4	3,1,3	3,1,3	3,4	3,4	3,4	3,4	1,3	1,3
E	1,3	1	3,4	1,3,4	4	4	3,4	3,4	1,2,3,4	2,1,4

The table above shows that there are 50 utterances for 5 utterances in two languages with 5 research participants. It shows that the use of an apology is not in the order given above of the five categories, that it usually begins with (1) *IFID* and ends with (5) *forbearance promise*, but the number of utterances worked erratically.

Table 8. the percentage of strategy as the beginning

Apology started with	Percentage (%)	
	Buginese	English
IFID	52%	36%
Taking on responsibility	4%	8%
Explanation	32%	44%
Offer of repair	8%	12%
Forbearance promise	0%	0%
Total	96	100%

Based on the table above, it can be reordered the pattern for both languages in their first strategy to show an apology as follow:

Table 9. The strategy order of the data

Buginese	English
IFID	Explanation
Explanation	IFID
Offer of repair	Offer of repair
Taking on Responsibility	Taking on Responsibility

More than half of the utterances in English are not started by *IFID* and the most used one is *Explanation*. While, in Buginese language, the common starting one is *IFID*. Forbearance promise should not be put down as the part of strategy, because it never appears in their

utterances even in the initial, middle, or final utterances. The table below shows the frequency of use of the strategies in Buginese and English:

Table 10. Frequency of five Strategies Used in Utterances

Strategies	Frequency		Percentage (%)	
	Buginese	English	Buginese	English
IFID	17	15	34%	30%
Taking on Responsibility	5	5	1%	1%
Explanation	21	20	42%	40%
Offer of Repair	13	12	22%	24%
Forbearance Promise	0	0	0%	0%
Total	56	52	99%	95%

It shows that the most common strategies are explanations. About 42% of the utterances served as an explanation. It influenced the use of explanations in responding to situations in English.

FINDINGS

Similarity for both Buginese and English in apology.

Based on the five apology strategies, speakers tend to use IFID to show an apology. Thakur, S. (2015) states that the pattern of apology strategies of the native speaker briefing with the pattern that potentially occurs occurring IFID plus offer of repair plus taking acceptance of responsibility in the table it is shown that in English we have found sorry is similar to tabe, forgiveness is similar to millau addampeng and addampengengka is similar to apologize. The three words for both languages showing apologies are commonly found in English and Bugis language.

IFID is the most direct realization of an apology. Pozzuoli, L. (2012) finds in her research that the English native speaker used IFID more dominantly. They usually use sorry, apologize, excuse me, forgive me and pardon me. It also occurs in Buginese language, that the speakers of Bugis language show apology by saying directly by using speech act set that is IFID such as tabe, addampengengka, umillau addampeng and addampeng – dampengki.

Difference between Buginese and English native in apology.

Instead of having similarities in word used to show apology. The words are also different in use. Sorry is used to show apology, while tabe not only for showing apology but it is sometimes used to give or offer someone by saying it first to show politeness.

The difference also found in the pattern of saying sorry. After showing apologies by saying it directly, they give some explanations in almost all utterances in Buginese. It is different with English, that it is started with IFID and usually continues by putting their responsibility in the fraction arising. It refers to the difference in the pattern of the strategies used in apology. The difference pattern also found in the strategy used in utterances that is explanation. It is most frequently used strategy in English. That is different with Buginese is the second strategy used instead of IFID is taking on responsibility.

Influence of Buginese to English in apology.

The native speakers of Bugis language of this research are not strongly influenced by the pattern of strategies of apology that it is usually started by IFID, in fact, the data shows most commonly used strategy is IFID in apology in English, but in showing their apology in English, they use explanation more frequently.

In contrary, the pattern of showing their apologies in Buginese is more different with the pattern of English native speaker pattern of five strategies of apology. Most of them do not use pattern 1,2,3 and 4 (IFID, taking on responsibility, Explanation, and offer of repair), but they sometimes put the pattern to 3,1,3 (explanation, IFID, explanation), such as “good morning, it will be conducted in the second floor. We beg your pardon to wait for several minutes because the committee still prepare for the place.” After saying sorry by IFID, the second strategy used is explanation. They put their own way of saying sorry to the pattern to say sorry in Buginese. It has big influence to the pattern of it.

It also found that the used of explanation appear most frequently than others. It influences the used of explanation in uttering Buginese in daily life, that the speaker of English uses the pattern to communicate in Buginese.

DISCUSSION

Both Buginese and English use IFID as the first commonly used to show apology. It states by Tabatabaei, S. (2018), that the English native speaker applied apology strategy as the first is IFID. It is same with the finding of this research that Bugis native speaker uses IFID as the first way to show apology. The word used to show apology is also similar, such as sorry means *tabe*, although *tabe* in Bugis language is sometimes used in different contexts, that *tabe* can be used as adverb. On the other hand, despite having such a similarity, they also have some differences. It is easily analyzed from the strategy used to show apology. That it is common in Buginese language to have the strategies started by IFID to take on responsibility, explanation, offer of repair, and promise of forbearance. While in English language strategies used to show apology is started by IFID, with explanation, offer of repair and taking on responsibility, and we found that promise of forbearance never appeared in the utterances of the situation given.

The influence of English to Bugis language in the use of strategies in apology is not strongly influential. IFID is used most frequently in showing an apology at the beginning but in showing their apology in English, they tend to use explanation as to the first. On the other hand, the influence of Bugis Language on their English language plays important role in it. Most of their English strategies used in showing apology utilized at same pattern to show apology in Buginese situation given. They put their common way to say apology in their life that usually explains everything they conduct it.

CONCLUSION

To understand similarity and difference of both Buginese and English in the use of apology find in this study that first language or Bugis language pattern of showing apology was very influential to their use of apology in English. It shows that their first language affects the use of English of apology in their life to be as same as their own way to show apology in Buginese language

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