THE IMPLEMENTATION OF ACTIVE LEARNING ON EXPRESSING APOLOGY OF THE STUDENTS IN SEVENTH-GRADE OF MTSS ISTIQOMAH

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ABSTRACT
This research focused on analyzing the implementation of the active learning method on participation in the perspective of students in the seventh grade of MTsS Istiqomah. This study uses a qualitative descriptive approach to describe the analysis results from students' perspectives in the seventh grade of MTsS Istiqomah about the active learning method in expressing apology material. This study states that the active learning method is the proper method to use in learning expressing apology' because it is not only listening to the teacher explain, but students can also take part in it. The researcher interviewed five students from the seventh-grade of MTsS Istiqomah. The sample was selected using the purposive sampling method. To obtain findings through analysis, the researcher arranged several questions to explore and receive information from respondents. The study results conclude that the active learning method is very appropriate to use in the learning process of expressing an apology.

Keywords: *Active learning, expressing apology, learning process*

INTRODUCTION

English is a foreign language that teaches in many countries. Learning English is used to help young students expand their knowledge of English as a foreign language and as a global communication tool. Beginning in preschool and continuing through university, young students study English.

Teaching English to young learners must be done following their ability. For them, process teaching should be enjoyable. As a result, the author uses one of the mediums to educate students on how to communicate regret. The media must pique students' interest in learning English. Students would be more interested in studying English, teaching and learning processes, and more active if used active learning to educate

expressing apologies.

They will believe that they are not teaching but also being taught. They will be active as participants due to active learning, and they will have the opportunity to communicate their views, emotions, sentiments, and attitudes.

Teachers have a vital role in regulating learning and coordinating all factors that influence students' learning to facilitate students achieving success (Simon, 2016). Reachers to think about and implement professional development (Luft, & Hewson, 2014). Teachers must be capable of planning, implementing, and analyzing learning outcomes, selecting and implementing appropriate learning interaction models, managing the classroom, and appropriately guiding pupils (Sukmadinata, 2003).

Understanding students' skills and

personalities, it is impossible to say that the learning process or student learning outcomes are still good indicators of learning quality in Indonesia. According to several studies, the learning process in the classroom does not often run interactively, which fosters students' creativity, critical thinking, and analytical skills (Kemendikbud, 2015). The accomplishments of the quality of education in Indonesia are still far behind that of developed countries and even behind that of neighboring countries. However, Indonesia has a track record of improving education quality.

The continued education that is less meaningful for pupils' personal development and character, resulting in a loss of personality and understanding of its actual value in life, are problems in education. Morality, moral education, and religious education are not taught in experiential exercises in everyday life. Low learning outcomes are produced by various reasons both inside the student as a learner and in the environment: environmental elements, particularly the educational environment, which includes the learning process. To overcome obstacles and increase learning results, teachers must employ a learning English method that expresses regret to engage students in the learning process.

According to Raka Joni, teaching and learning strategies are a variety of alternative models, ways to organize teaching and learning activities, and basic patterns of activities that teachers and students must follow in the execution of teaching and learning activities. A conceptual framework is another term used and has the same meaning as teaching and learning strategies. It describes a systematic procedure for organizing learning experiences to achieve specific learning goals. It serves as a guide for learning designers and teachers when planning and implementing teaching and learning activities.

Many factors might have an impact on student participation in the classroom. Some aspects are internal, while others are external. Some pupils are outspoken, energetic, and self- assured. Some students, on the other hand, are reserved and passive. The leading cause of this inequality could be socio-cultural attitudes that emphasize gender disparities. As a result, we can clearly distinguish between male and female pupils' speaking styles in social settings and in class. Other considerations the teacher's approach to the classroom may impact student participation.

Active learning is one of the most effective ways in the teaching and learning process, particularly in speaking, because teaching using media makes learning English more enjoyable and fascinating. It can be a good teaching and learning approach since media like video, sketching, games, puzzles, and creating students make the lesson more exciting and easier to understand. On the other hand, teachers must be innovative, approach pupils, and ensure that the teaching and learning process is effectively processed. As a result, pupils are not bored during the teaching and learning process.

Apologies are measures used to improve a situation, particularly a bad one caused by someone else's fault. This apology is a social custom that exists in society. Smith (2008:

19) defines that apology as a speech act addressed to B's face needs and intended to remedy an offense for which A takes responsibility, thus restoring equilibrium between A and B (where A is the apologizer, and B is the person offended).

Apologizing is classified as an "expressive" category by Searle (1979), including thanking, applauding, condolences, regretting, and welcoming. Apology as a balance sheet link between s and h involving a "promise to change" (Leech, 1983: 125). When a transgression or violation of social norms occurs, most people in most cultures would probably agree that an apology is required.

By apologizing, the speaker admitted that a transgression of social standards had occurred and acknowledged that he was at least somewhat to blame. As a result, apologies by their very nature cause injury to the two interlocutors' faces. According to Leech's illocutionary classification function (1983), an apology is a friendly speech act in which the illocutionary goal is analogous to social purposes. When it comes to apologies, the objective is to maintain harmony between speakers and listeners, making them essentially polite.

A successful apology must convey real feelings, an essential prerequisite (Bataineh & Bataineh, 2006). According to Leech (in Trosborg, 1994: 373), Apologies are a kind act intended to maintain harmony between the speaker and the listener. According to Searle, a person who apologizes for doing something unpleasant expresses regret for having done something unpleasant, which means that an act of apology can only take place if the

speaker believes that his previous undesirable actions have caused offenses that are now worthy of apologizing for (Istifci, 2009). Several academics have proposed apologetic techniques (e.g., Blum-Kulka & Olshtain, 1989; Holmes, 1990; and Trosborg, 1994). Holmes divides apology tactics into four categories: (1) explicit expression of apology, which includes an offer of apology (IFID), statements of regret, and apologies; (2) explanation or account; and (3) Acceptance of responsibility, which includes admitting faults, expressing flaws, apologizing properly, indicating lack of purpose, and offering fixes; and (4) the pledge of patience (in Qorina, 2012).

"Active learning strategy is a learning" that invites students to learn actively, according to Zaini et al. (2008: xiv). When pupils are expected to learn actively, this refers to people in charge of learning activities. They actively engage their brains in this way, either to locate the core idea of the learning material, solve challenges, or apply what they've learned to a real-life problem. By engaging in active learning, students are invited to engage in the learning process, in this case, which is not only conceptual but also physical. Students will typically perceive a more enjoyable environment in this manner, resulting in improved learning outcomes.

Adimase (2015) also stated that the designed actions are taken to solve the stated difficulties were to clearly and precisely describe the lesson objectives before the main topic, to enable students to speak freely in class with an oral motivation and appreciation system, to orient the sitting arrangement in the room, to form active learning, assign tasks and

responsibilities to each student in his group, and to observe all students without discrimination or bias. The efforts made to address the issue have yielded beneficial outcomes, such as increased self-esteem and self-confidence among students, engagement in any issues discussed by anybody, a positive attitude toward active learning, and freedom of speech both inside and outside the classroom.

RESEARCH METHOD

In conducting this research, the writer used the descriptive qualitative method. Creswell (2012: 16) perceives "A qualitative research study is needed to explore this phenomenon from the perspective of distance education students." So that, in describing students' ability to express apology, the writer gained qualitative research in which the writer collected the data, analyzed them, and drew the conclusion.

To carry out the research, the writer did some steps as follows:
a. Selected one class of the Students of MTsS Istiqomah at Sri Gunting Residence AcademicYear 2021/2022.
b. Distributed the test to the students.
c. Checked the students' answers.
d. Analyzed students' results.

The population of this research is the whole seventh-grade students of MTsS Istiqomah academic year 2021/2022. The total population is around 45 students who are placed in a class. In this research, the writer used cluster sampling, while the writer selected one class of the population cluster as the sample of this research. Cohen (2007: 112) states that "cluster samples are widely used in small-scale research. In a cluster sample, the parameters of the wider population are often drawn very sharply". When this technique is used, potential subsets are used to randomly select the sample of subjects to be used in the study. After applying these sampling technique procedures, one class was chosen as the sample of this research. By having that way, the researcher applied the cluster sampling technique to 5 students in A-class. The instrument of data collecting in this research is a worksheet and interview session.

Three social factors are considered necessary in this research. These factors are age, social distance, and social dominance or power relationships. The addressee may be older and have higher social status than the addresser. They are older and have a close relationship with them or have the same age (friend). There is also some social distance between the participants or no space. Moreover, the participants might have equal power, or there might be differences in power relations.

Finding
Strategies of students in expressing apologies to the teacher

Strategies of students in expressing apologies to the teacher. The first situation is when the students as a respondent come late to the class and what methods they will use to express apologies to the teacher. There are five students who have given their responses based on thefirst situation.

1. **Illocutionary Force Indicating Device (IFID).**

Based on the data, one student used

IFID for their strategies in expressing apologies tothe lecturer (it is about 20%). The IFID strategy used is "Excuse me, sir, I am sorry for coming late." IFID means that the students realize that they have made mistakes, and they try to express their regret. There are honorific words "sir" is used by students, which means that they represent positive politeness strategies to their teacher

2. IFID+ Requests

There are two strategies for students who use IFID + Requests, about 40% of the total data. The data of methods in expressing apologies performed by students using IFID and followed by request are:

- Sorry I'm late, may I come in?
- Apologize me sir. I'm late. I hope I can join your class, can I?

The data above illustrate that the expressing IFID by using "sorry" and the proper performative verb "apologize" as the expression of regret and realizing that the students have committed the offense.

3. IFID+ Explanation +Request

A datum also uses a strategy of IFID+ Explanation +Request, or it is about 20 %. The student says in the data: "I am sorry sir, I am late, I must go to the restroom. May I follow your schedule, sir?". The data above tells that the student expresses a direct apology using IFID "be sorry," followed by an explanation strategy by saying they must go to the restroom. Finally, the student tells the request at the end of the utterance by saying, "May I follow your

schedule?".The student in the data above expresses positive politeness by using the honorific "sir."

4. IFID+ Explanation +Promise

The student used is IFID+ Explanation +Promise, or it is about 20 %. The student expresses a direct apology by saying: "I am sorry I am late. I have an obstacle when I go to school. I promise I will not make the same mistake again." The data above illustrates that the student expresses an apology by performing IFID "be sorry," and then it is followed by an explanation about the reason for coming late. In the end, the student promises not to make the same mistake again in the future.

Strategies of Expressing Apologies to Friends

The second situation is the context between students and their friends. The students were asked to respond when they forgot to bring the book they had promised to be returned. Students use several strategies:

5. IFID+ Explanation

Three students use the strategy of IFID+ Explanation, and the data is as follow:
- I'm sorry bro, I forget to bring your book because I hurry before going to the school
- I'm so sad to leave your book at my house, and I forget to bring it
- Ya, Allah…I am sorry my friend, I didn't bring your book, I had prepared the book last night, but this morning I left it.

The data show that the students use

the performative verb "be sorry" then explain why they forgot to bring the book. However, the data describes that the student expresses the apology by using the interjection "ya Allah " it is translated as "oh my God" then she expresses her direct apology by expressing " I am sorry my friend" furthermore, she gives an explanation why she forgets to bring the book.

6. IFID

There is a datum of student who uses IFID in expressing the apology, and the datum is as follows;

- I forget to bring your book, and I'm sorry about that.

The student expresses the apology using IFID "be sorry" without any explanation or reason. He also does not use honorific to his friend, which means generally he does not seriously express regret or apology. It will be considered an impolite utterance to the intercalator or the hearer in a specific condition or context. The student does not perform positive politeness by using kinship claiming. It is impolite. It can interpret that a student is an arrogant person.

7. IFID +Explanation +Promise

There is one data of students who use the pattern of apology using IFID +Explanation +Promise and the data is as follows:

Sorry I have forgotten to bring your book. I went to school in a rush. After the class ends, I promise that I will come back to my home to get your book.

The data above show that the students expressing IFID then explain why they forget to bring the book; finally, they promise to return the book soon.

CONCLUSION

Based on the explanation previously in the discussion, it can conclude that students in the seventh grade of MTsS Istiqomah use various strategies in expressing apologies. When they are expressing apologies to the teacher for coming late, they use IFID followed by an explanation and request(20%), IFID followed by an explanation (60%), IFID (20%), and IFID followed by explanation and promise(20%). Students perform a positive politeness strategy; they use the honorific "sir" to respect the position of the teacher who has a higher status than students. While expressing apology to the friend, they use more intimate words such as "bro, mate, friend," which indicate they have a close relationship.

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