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APPENDICES

A. **Questionnaire**

1. **Foreign Language Classroom Anxiety Scale**

No		SD	D	N	A	SA
1	I never feel quite sure of myself when I am speaking in my foreign language class.					
2	I don't worry about making mistakes in language class.					
3	I tremble when I know that I'm going to be called on in language class.					
4	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5	It wouldn't bother me at all to take more foreign language classes.					
6	During language class, I find myself thinking about things that have nothing to do with the course.					
7	I keep thinking that the other students are better at languages than I am.					
8	I am usually at ease during tests in my language class.					
9	I start to panic when I have to speak without preparation in language class.					
10	I worry about the consequences of failing my foreign language class.					
11	I don't understand why some people get so upset over foreign language classes.					
12	In language class, I can get so nervous I forget things I know.					

SD: Strongly Disagree; D: Disagree; N: Neither agree or disagree; A: Agree;
SA: Strongly Agree

2. **Self-confidence**

No.	Statement	SD	D	N	A	SA
1	I feel confident expressing my ideas in English.					
2	I believe I can communicate effectively in English.					
3	I am self-assured when speaking with English speakers.					
4	I feel comfortable engaging in English conversations.					
5	I have the confidence to initiate English conversations.					

6	I feel at ease when participating in English group discussions.					
7	I am self-confident when making presentations in English.					
8	I believe I can handle English communication in social settings.					

SA: Strongly Disagree; D: Disagree; N: Neither agree or disagree; A: Agree;SA: Strongly Agree

3. Motivation

No.	Statement	SD	D	N	A	SA
1	I am motivated to improve my English language skills.					
2	I am eager to participate actively in English language activities.					
3	I am determined to enhance my English communication abilities.					
4	I find joy in exploring various aspects of the English language.					
5	I am enthusiastic about discovering new English vocabulary.					
6	I am excited to learn English idioms and expressions.					
7	I feel motivated to engage in English writing practice.					

SD: Strongly Disagree; D: Disagree; N: Neither agree or disagree; A: Agree;SA: Strongly Agree

4. Perceived competence

No.	Statement	SD	D	N	A	SA
1	I feel I am able to communicate effectively in English.					
2	I believe I have good English language skills.					
3	I am confident in my ability to understand and be understood.					
4	I feel comfortable expressing my thoughts in English.					
5	I have the ability to express my ideas clearly in English.					
6	I perceive myself as a competent English speaker.					
7	I am confident in my English pronunciation.					

SD: Strongly Disagree; D: Disagree; N: Neither agree or disagree; A: Agree;SA: Strongly Agree

5. Classroom Environment

No.	Statement	SD	D	N	A	SA
1	The English language classroom is a friendly and welcoming place.					
2	My teacher encourages open communication in English.					
3	The classroom activities are enjoyable and interactive.					
4	I feel comfortable speaking English in class.					
5	The teacher fosters a positive learning environment.					

6	The English language classroom is supportive of mistakes and errors in English.					
7	My teacher encourages participation and discussions in English.					

SD: Strongly Disagree; D: Disagree; N: Neither agree or disagree; A: Agree;SA: Strongly Agree

6. Peer Influence

No.	Statement	SD	D	N	A	SA
1	My peers motivate me to use English in conversations.					
2	I am more willing to speak English when my friends do the same.					
3	I feel supported and encouraged by my peers to speak in English.					
4	My friends' positive attitude towards English encourages me.					
5	I am influenced by my peers to participate in English language activities.					
6	My peers create an English-speaking environment that motivates me.					
7	I am encouraged to use English in social interactions by my friends.					

SD: Strongly Disagree; D: Disagree; N: Neither agree or disagree; A: Agree;SA: Strongly Agree

7. Effect of Tradition on EFL Learners

No.	Questionnaire Items	SD	D	N	A	SA
1	I feel comfortable using expressions from my cultural traditions in English.					
2	Incorporating my cultural traditions in language use is important to me.					
3	Using English in a way that reflects my cultural heritage is essential.					
4	I prefer to use English expressions that align with my cultural norms.					
5	Communicating in English while following my cultural customs makes me feel more at ease.					
6	Understanding and using English expressions that are polite in my cultural context is important to me.					
7	I enjoy learning about how different cultural traditions influence language use in English.					

SD: Strongly Disagree; D: Disagree; N: Neither agree or disagree; A: Agree;SA: Strongly Agree

8. Effect of Norm on EFL Learners

No.	Questionnaire Items	SD	D	N	A	SA
1	I feel comfortable adapting my language use to different social settings.					
2	I believe it's essential to follow cultural norms when speaking English.					
3	Adjusting my speech based on the situation is easy for me.					
4	I feel confident in understanding and using English greetings appropriately.					
5	Being aware of cultural norms in English communication is important to me.					
6	I find it challenging to know the appropriate level of politeness in English.					
7	I feel pressured to conform to specific English-speaking norms.					

SD: Strongly Disagree; D: Disagree; N: Neither agree or disagree; A: Agree;SA: Strongly Agree

9. Effect of Value on EFL Learners

No.	Questionnaire Items	SD	D	N	A	SA
1	I value the ability to communicate effectively in English.					
2	Being fluent in English aligns with my personal values.					
3	I believe that using English enhances my cultural identity.					
4	Language reflects the values of a culture, including English.					
5	I see language learning as an opportunity to embrace diversity.					
6	Communicating in English while respecting cultural values is important to me.					
7	I feel motivated to communicate in English when discussing topics that align with my cultural values.					
8	Using language that promotes understanding and harmony is essential to me.					
9	I am comfortable using English expressions that convey respect for others.					
10	Language learning becomes more meaningful to me when it connects with my cultural values.					

SD: Strongly Disagree; D: Disagree; N: Neither agree or disagree; A: Agree;SA: Strongly Agree

10. Effect of Cultural Stereotype on EFL Learners

No.	Questionnaire Items	SD	D	N	A	SA
1	I feel confident using English despite cultural stereotypes.					
2	Cultural stereotypes have influenced my willingness to speak English.					
3	I feel comfortable expressing my cultural identity in English, despite stereotypes.					
4	Stereotypes about my cultural background affect my English language learning.					
5	I worry about being judged based on cultural stereotypes when speaking English.					
6	Cultural stereotypes make me hesitant to use English in front of others.					
7	I believe that challenging cultural stereotypes is important for creating an inclusive learning environment.					
8	I am confident in using English, regardless of stereotypes about my culture.					
9	Cultural stereotypes impact my language choices in English communication.					
10	I feel empowered to break free from cultural stereotypes in my English language use.					

SD: Strongly Disagree; D: Disagree; N: Neither agree or disagree; A: Agree;
SA: Strongly Agree

11. Sociolinguistics Competence

Discourse Completion Test developed by Arabmofrad & Mehdiabadi,

(2022)Situation 1

Suppose you are late for an important class and the teacher is very punctualand

principled. How would you express your apology in this situation?

The Teacher: This is the third time you're late for this class. Next time I won't let you in.

You…………………………………………………………………………

……

a. I understand. I won't be late again.

b. Sorry but the important thing is that I attend, right?

c. Things happen in life,

sorry.Situation 2

You have been asked to hand in your project, and the time is due. However,you

have not prepared it, and you want to make an apology for that. How wouldyou

express your apology in this situation?

The Teacher: I told you that there won't be an extension. Why didn't you prepare

yourterm

project?

You…………………………………………………………………………………

…..

a. Sorry but I had too much other homework from my other projects to finishthis

one on time.

b. Well, I had some unexpected problems, so you should make an exceptionfor me.

c. That's true. I'm sorry. I had some unexpected obstacles, but I understand

that this is the
policy.

Situation 3

You are almost asleep in the class while the teacher is teaching. The teachergets

very angry when he sees you sleeping in the class. How do you express

yourapology?

The Teacher: Did you sleep well last night?

You……………………………………………………………………….

a. I'm sorry; I will try and not let it happen again.

b. I'm sorry, but I didn't sleep a wink last night.

c. Pardon me. I couldn't help it.

Situation 4

Your teacher is giving a lecture on an important topic. You have a relatedquestion

to that part of his lecture. How do you interrupt your teacher?

The Teacher: …constructivist views are very important for….. (interruption)

You………………………………………………………………………………

a. I don't understand what you are talking about.

b. Sorry but I really don't understand what are you saying!

c. I'm sorry to ask but could you explain a little

more?Situation 5

Your cell phone suddenly starts ringing loudly amid a very serious discussionin the

class. How would you apologize to the teacher?

The Teacher to the class: It is very important to respect each others' (the phonerings)

views.

You………. ………………………………………………………………..

a. I'm sorry! This is an important call. I'll just step out for a moment.

b. (Immediately silencing the phone, which should have been silenced orturned off

before the class meeting, and speaking in a very low volume so as not toincrease

the interruption)—I'm sorry.

c. Oh, no! I meant to turn my phone off at the beginning of the class!

Situation 6

You have an appointment with your family doctor and you need to leave earlyin

order to be on time for your appointment with the doctor. How do you expressyour

apology to your teacher when you ask for an early leave?

You: ………………………………..because this appointment is very important for

myhealth.

The Teacher: No problem. Just don't forget to ask your classmates about thepages we

will cover next session.

a. Excuse me. I am wondering if it would be OK for me to leave the class earlyfor

a doctor's appointment…..

b. Excuse me! I have to leave now for a doctor's appointment.

c. I have to go now; please tell me whether I'll miss anything important.

Situation 7

Suppose that the teacher is teaching and you are talking to your classmate. The

teacher gets angry with you. How do you express your apology?

The Teacher: Don't you think it is impolite to speak while I'm teaching?!

You: ……………………………………………………………………

a. I beg your pardon. I won't let it happen again.

b. OK OK…I guess you're right.

c. Excuse me. I didn't mean to interrupt you.

Situation 8

You are daydreaming in the class and lose track of what the teacher has said. At

once, he asks you a question about the topic under discussion. You are

totallyunaware of what has been going on in the class. How do you

apologize?

The teacher: What are you thinking about? Are you following me?

You………………………………………………………………………..

a. Sorry; I wasn't listening to you. What did you say?

b. I'm really sorry I got sidetracked for a moment.

c. I was thinking of something else; I don't understand what you are saying.

Situation 9

You are not ready for the class and you can't answer the questions asked by the

teacher. How do you apologize for not being ready for the class?

The teacher: I told you several times that you must be always ready for theclass. Why

didn't you study this chapter?

You…………………………………………………………………………..

a. I'm terribly sorry. I did study the material, but I am having trouble

understanding it.

b. I didn't have time to do the reading.

c. I need to apologize and say that I had too much other work to

do.Situation 10

You borrowed a book from your teacher but you accidentally spilled a cup ofcoffee all

over it. You return it to the teacher. How do you apologize to him/her?

The Teacher: (very angry) I can't believe it. This was the only copy I

had.

You…………………………………………………………………..

a. Sorry, it was an accident, chill out.

b. I am deeply sorry. Please allow me to replace the copy.

c. I'm desperately sorry but accidents happen, you know?

Interview Questions

Objectives of the Interview

The interview questions are designed to explore and investigate various factors that may influence students' willingness to communicate in English during EFL classes. These questions cover a range of factors, including personality characteristics, contextual elements, cultural identity, communicative competence, and language proficiency, which are relevant to the research question I and II.

Research Question III: What factors influence students' willingness to communicate in an English as a foreign language (EFL) context?

Personality Characteristics

1. How does your level of anxiety, including feelings of nervousness or fear of making mistakes, influence your willingness to communicate in English during EFL classes?

2. To what extent does your self-confidence, or belief in your ability to express yourself, impact your decision to engage in English communication during EFL classes?

3. What motivates you to use English for communication in your EFL classes, and how does this motivation vary in different contexts?

4. How does your perception of language competence, including aspects like vocabulary, pronunciation, and fluency, impact your confidence and willingness to communicate in English during EFL classes?

Contextual Elements

5. How does the classroom environment, including factors like comfort and atmosphere, affect your willingness to communicate in English during EFL classes?

6. Can you discuss how interactions with your peers influence your decision to communicate in English during EFL classes and how sociolinguistic competence plays a role?

Cultural Identity

7. In what ways do cultural traditions, norms, and values from your background impact your comfort level and motivation to communicate in English within the EFL context?

8. Can you share instances where cultural stereotypes influenced your perceptions of using English for communication in EFL classes?

Communicative Competence

9. How does your understanding of pragmatic competence affect your interactions and willingness to communicate in English during EFL classes?

10. To what extent does linguistic competence, including vocabulary, grammar, and language structure, impact your ability and willingness to communicate effectively in English during EFL classes?

Language Proficiency

11. Can you share experiences where your language proficiency in terms of accuracy, vocabulary, pronunciation, and fluency has influenced your willingness to communicate effectively in English during EFL classes?

C. Revised Instrument
a. Foreign Language Anxiety Scale

Questions	SD	D	N	A	SA
Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara di kelas menggunakan bahasa asing.					
Saya tidak khawatir membuat kesalahan di kelas bahasa.					
Saya gemetar ketika mengetahui bahwa saya akan dipanggil di kelas bahasa.					
Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa asing.					
Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.					

b. Self-confidence Scale

Questions	SD	D	N	A	SA

Saya merasa percaya diri mengungkapkan ide-ide saya dalam bahasa Inggris.					
Saya yakin saya dapat berkomunikasi secara efektif dalam bahasa Inggris.					
Saya percaya diri ketika berbicara dengan penutur bahasa Inggris.					
Saya merasa nyaman terlibat dalam percakapan bahasa Inggris.					
Saya memiliki kepercayaan diri untuk memulai percakapan bahasa Inggris.					

c. Motivation Scale

Questions	SD	D	N	A	SA
Saya termotivasi untuk meningkatkan kemampuan bahasa Inggris saya.					
Saya sangat ingin berpartisipasi aktif dalam kegiatan bahasa Inggris.					
Saya bertekad untuk meningkatkan kemampuan komunikasi bahasa Inggris saya.					
Saya menemukan kegembiraan dalam mengeksplorasi berbagai aspek bahasa Inggris.					
Saya antusias menemukan kosa kata bahasa Inggris baru.					

d. Perceived Competence Scale

Questions	SD	D	N	A	SA
Saya merasa mampu berkomunikasi secara efektif dalam bahasa Inggris.					
Saya yakin saya memiliki kemampuan bahasa Inggris yang baik.					
Saya yakin dengan kemampuan saya untuk memahami dan dipahami.					
Saya merasa nyaman mengungkapkan pikiran saya dalam bahasa Inggris.					
Saya memiliki kemampuan untuk mengungkapkan ide-ide saya dengan jelas dalam bahasa Inggris.					

e. Classroom Environment Scale

Questions	SD	D	N	A	SA

	SD	D	N	A	SA
Ruang kelas bahasa Inggris adalah tempat yang ramah dan bersahabat.					
Guru saya mendorong komunikasi terbuka dalam bahasa Inggris.					
Kegiatan kelas menyenangkan dan interaktif.					
Saya merasa nyaman berbicara bahasa Inggris di kelas.					
Guru menumbuhkan lingkungan belajar yang positif.					

f. Peer Influence Scale

Questions	SD	D	N	A	SA
Teman-teman saya memotivasi saya untuk menggunakan bahasa Inggris dalam percakapan.					
Saya lebih bersedia berbicara bahasa Inggris ketika teman saya melakukan hal yang sama.					
Saya merasa didukung dan didorong oleh teman-teman saya untuk berbicara dalam bahasa Inggris.					
Sikap positif teman-teman saya terhadap bahasa Inggris menyemangati saya.					
Saya dipengaruhi oleh teman-teman saya untuk berpartisipasi dalam kegiatan bahasa Inggris.					

g. Tradition Effect on Learners

Questions	SD	D	N	A	SA
Saya merasa nyaman menggunakan ekspresi tradisi budaya saya dalam bahasa Inggris.					
Memasukkan tradisi budaya saya dalam penggunaan bahasa adalah penting bagi saya.					
Menggunakan bahasa Inggris dengan cara yang mencerminkan warisan budaya saya sangatlah penting.					
Saya lebih suka menggunakan ekspresi bahasa Inggris yang selaras dengan norma budaya saya.					
Berkomunikasi dalam bahasa Inggris sambil mengikuti adat istiadat budaya membuat saya merasa lebih nyaman.					

h. Effect of Norm to Students

Questions	SD	D	N	A	SA
Saya merasa nyaman menyesuaikan penggunaan bahasa saya dengan lingkungan sosial yang berbeda.					

	SD	D	N	A	SA
Saya yakin penting untuk mengikuti norma budaya saat berbicara bahasa Inggris.					
Menyesuaikan pidato saya berdasarkan situasi itu mudah bagi saya.					
Saya merasa percaya diri dalam memahami dan menggunakan salam bahasa Inggris dengan tepat.					
Menyadari norma-norma budaya dalam komunikasi bahasa Inggris penting bagi saya.					

i. Effect of Value to Learners

Questions	SD	D	N	A	SA
Saya menghargai kemampuan berkomunikasi secara efektif dalam bahasa Inggris.					
Fasih berbahasa Inggris sejalan dengan nilai-nilai pribadi saya.					
Saya percaya bahwa menggunakan bahasa Inggris meningkatkan identitas budaya saya.					
Bahasa mencerminkan nilai-nilai suatu budaya, termasuk bahasa Inggris.					
Saya melihat pembelajaran bahasa sebagai peluang untuk merangkul keberagaman.					

j. Effect of Cultural Stereotype

Questions	SD	D	N	A	SA
Saya merasa percaya diri menggunakan bahasa Inggris meskipun ada stereotip budaya.					
Stereotip budaya telah mempengaruhi kesediaan saya untuk berbicara bahasa Inggris.					
Saya merasa nyaman mengekspresikan identitas budaya saya dalam bahasa Inggris, meskipun terdapat stereotip.					
Stereotip tentang latar belakang budaya saya mempengaruhi pembelajaran bahasa Inggris saya.					
Saya khawatir dihakimi berdasarkan stereotip budaya ketika berbicara bahasa Inggris.					

k. Pragmatic Competence Scale

Questions	SD	D	N	A	SA
Saya mampu menyesuaikan gaya komunikasi saya berdasarkan latar belakang budaya lawan bicara saya.					

	SD	D	N	A	SA
Saya dapat dengan mudah mengenali dan merespons isyarat tidak langsung dalam percakapan, meskipun isyarat tersebut tidak dinyatakan secara eksplisit.					
Saya terampil menggunakan gerak tubuh dan bahasa tubuh yang tepat untuk meningkatkan komunikasi lisan saya.					
Saya peka terhadap kebutuhan dan emosi orang lain selama percakapan.					
Saya sering menggunakan humor atau lelucon untuk meringankan suasana dalam percakapan.					

l. Linguistics Competence Scale

Questions	SD	D	N	A	SA
Saya dapat mengucapkan kata dan bunyi dalam bahasa target dengan akurat.					
Saya yakin dengan kemampuan saya untuk memahami percakapan lisan dalam bahasa target.					
Saya mampu menyusun kalimat yang benar secara tata bahasa dalam bahasa target.					
Saya merasa mudah untuk memperluas kosa kata saya dalam bahasa target.					
Saya terampil menggunakan ekspresi idiomatik dan bahasa sehari-hari yang sesuai dalam bahasa target.					

m. Language Proficiency Scale

Questions	B	I	P	A	E
Bagaimana Anda menilai keakuratan Anda dalam menggunakan tata bahasa dan struktur kalimat dalam bahasa Inggris?					
Seberapa yakin Anda dengan jangkauan dan penggunaan kosakata bahasa Inggris Anda?					
Seberapa puaskah Anda dengan pelafalan dan kejelasan bahasa Inggris Anda saat berbicara?					
Bagaimana Anda menilai kefasihan Anda dalam mengekspresikan diri dengan lancar dan tanpa ragu-ragu dalam bahasa Inggris?					

n. WTC Scale

Questions	SD	D	N	A	SA
I feel comfortable speaking English in class.					

I am willing to participate in English conversations with my peers					
I enjoy practicing my English speaking skills					
I am confident in my ability to communicate in English					
I actively seek opportunities to speak English outside of the classroom					

o. Sociolinguistics Competence Test

Situasi 1

Misalkan Anda terlambat menghadiri kelas penting dan gurunya sangat tepat waktu dan berpendirian. Bagaimana Anda mengungkapkan permintaan maaf Anda dalam situasi ini?

Guru: Ini ketiga kalinya kamu terlambat mengikuti kelas ini. Lain kali aku tidak akan membiarkanmu masuk.

Anda……………………………………………………………………………

A. Saya mengerti. Saya tidak akan terlambat lagi.

B. Maaf tapi yang penting saya hadir ya?

C. Banyak hal terjadi dalam hidup, maaf.

Situasi 2

Anda telah diminta untuk menyerahkan proyek Anda, dan waktunya telah tiba. Namun, Anda belum mempersiapkannya, dan Anda ingin meminta maaf atas hal itu. Bagaimana Anda mengungkapkan permintaan maaf Anda dalam situasi ini?

Shifu: Saya sudah katakan kepadamu, tidak akan ada perpanjangan. Mengapa kamu tidak mempersiapkannya?

Anda…………………………………………………………………………..

A. Maaf tapi saya punya terlalu banyak pekerjaan rumah dari proyek saya yang lain untuk menyelesaikan ini tepat waktu.

B. Ya, saya mengalami beberapa masalah yang tidak terduga, jadi Anda harus membuat pengecualian untuk saya.

C. Itu benar. Saya minta maaf. Saya mengalami beberapa kendala yang tidak terduga, tetapi saya memahami bahwa ini adalah kebijakannya.

Situasi 3

Anda hampir tertidur di kelas saat guru sedang mengajar. Guru menjadi sangat marah saat melihatmu tidur di kelas. Bagaimana Anda mengungkapkan permintaan maaf Anda?

Guru: Apakah kamu tidur nyenyak tadi malam?

Anda:..........................

A. Saya minta maaf; Saya akan mencoba dan tidak membiarkan hal itu terjadi lagi.

B. Maaf, tapi aku tidak tidur sekejap pun tadi malam.

C. Maaf. Saya tidak dapat menahannya.

Situasi 4

Guru Anda sedang memberikan ceramah tentang topik penting. Anda memiliki pertanyaan terkait dengan bagian kuliahnya. Bagaimana Anda menyela guru Anda?

Guru: …pandangan konstruktivis sangat penting untuk….. (interupsi)

Anda…………………………………………………………………

A. Saya tidak mengerti apa yang Anda bicarakan.

B. Maaf tapi saya benar-benar tidak mengerti apa yang Anda katakan!

C. Saya minta maaf untuk bertanya, tetapi bisakah Anda menjelaskan lebih lanjut?

Situasi 5

Ponsel Anda tiba-tiba berdering keras di tengah diskusi yang sangat serius di kelas. Bagaimana caramu meminta maaf kepada guru?

Guru kepada kelas: Sangat penting untuk saling menghormati (telepon berdering)

dilihat.

Anda..

A. Saya minta maaf! Ini adalah panggilan penting. Saya akan keluar sebentar.

B. (Segera mematikan suara telepon, yang seharusnya dimatikan atau dimatikan sebelum pertemuan kelas, dan berbicara dengan volume yang sangat pelan agar tidak menambah interupsi)—maaf.

C. Oh tidak! Saya bermaksud mematikan telepon saya di awal kelas!

Situasi 6

Anda punya janji dengan dokter keluarga Anda dan Anda harus pulang lebih awal agar bisa tepat waktu untuk membuat janji dengan dokter. Bagaimana caramu menyampaikan permintaan maafmu kepada gurumu ketika kamu meminta cuti lebih awal?

Anda: …………………………………..karena janji temu ini sangat penting untuk kesehatan saya.

Guru: Tidak masalah. Jangan lupa untuk bertanya kepada teman sekelasmu tentang halaman yang akan kita bahas pada sesi berikutnya.

A. Permisi. Saya bertanya apakah saya boleh meninggalkan kelas lebih awal untuk menemui dokter…..

B. Permisi! Saya harus pergi sekarang untuk membuat janji dengan dokter.

C. Aku harus pergi sekarang; tolong beri tahu saya apakah saya akan melewatkan sesuatu yang penting.

Situasi 7

Misalkan guru sedang mengajar dan Anda sedang berbicara dengan teman sekelas Anda. Guru marah padamu. Bagaimana Anda mengungkapkan permintaan maaf Anda?

Guru: Tidakkah menurutmu tidak sopan berbicara ketika saya sedang mengajar?!

Anda: ……………………………………………………………………

A. Maafkan saya. Saya tidak akan membiarkan hal itu terjadi lagi.

B. Oke oke…Saya rasa Anda benar.

C. Permisi. Saya tidak bermaksud mengganggu Anda.

Situasi 8

Anda melamun di kelas dan lupa apa yang dikatakan guru. Sekaligus, dia menanyakan pertanyaan tentang topik yang sedang dibahas. Anda sama sekali tidak menyadari apa yang terjadi di kelas. Bagaimana caramu meminta maaf?

Guru: Apa yang kamu pikirkan? Apakah kamu mengikutiku?

Anda…………………………………………………………………………..

A. Maaf; Aku tidak mendengarkanmu. Apa yang tadi anda katakan?

B. Aku sungguh menyesal aku teralihkan sejenak.

C. Saya sedang memikirkan hal lain; Saya tidak mengerti apa yang Anda katakan.

Situasi 9

Anda belum siap untuk kelas dan Anda tidak dapat menjawab pertanyaan yang diajukan oleh guru. Bagaimana Anda meminta maaf karena tidak siap untuk kelas?

Guru: Saya sudah bilang beberapa kali bahwa kamu harus selalu siap untuk kelas. Mengapa Anda tidak mempelajari bab ini?

Anda…………………………………………………………………………..

A. Saya sangat menyesal. Saya sudah mempelajari materinya, namun saya kesulitan memahaminya.

B. Saya tidak punya waktu untuk membaca.

C. Saya perlu meminta maaf dan mengatakan bahwa saya memiliki terlalu banyak pekerjaan lain yang harus dilakukan.

Situasi 10

Anda meminjam buku dari guru Anda tetapi Anda tidak sengaja menumpahkan secangkir kopi ke dalamnya. Anda mengembalikannya kepada guru. Bagaimana caramu meminta maaf padanya?

Guru: (sangat marah) Saya tidak percaya. Ini adalah satu-satunya salinan yang saya miliki.

Anda…………………………………………………………………………..

A. Maaf, itu kecelakaan, santai saja.

B.   Saya sangat menyesal. Tolong izinkan saya mengganti salinannya.

C. Saya sangat menyesal tetapi kecelakaan sering terjadi, Kan?