THE ANALYSIS OF GRATITUDE EXPRESSION OF TEACHERS' SPEAKING IN ENGLISH TEACHING CLASSROOM OF SMAN 1 SIDOMULYO

A Thesis

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Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445 H / 2023 M**

THE ANALYSIS OF GRATITUDE EXPRESSION OF TEACHERS' SPEAKING IN ENGLISH TEACHING CLASSROOM OF SMAN 1 SIDOMULYO

A Thesis
Submitted as a partial fulfillment of the requirements for S1-Degree

by:

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ENGLISH EDUCATION STUDY PROGRAM
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1445H/2024M

ABSTRACT

this study examined the many forms of gratitude expression and identified the most common forms in accordance with the taxonomy of the expression of gratitude developed by Cheng. They was thanking, appreciation, repayment, recognition of imposition, apology, positive feeling, other strategies, and attention getter. This study analysed the gratitude expression used by English teacher in a classroom in SMAN 1Sidomulyo.

The research of this thesis was carried by using descriptive qualitative. Investigator triangulation used in this research to check the validation of the data. The source of the data referred to the kind of intrinsic elements that used in the research. This study used of movie scripts that were composed of dialogue from certain English teacher in a classroom in SMAN 1Sidomulyo. This study meticulously recorded and examined the script. Following the data collection for this study, the taxonomy of the expression of gratitude developed by Cheng was applied using a code and table checklist to classify the various forms of expression of gratitude used by English teacher.

The teacher I pronounces 11 (50.00%) of 22 utterances of Appreciation. While the teacher II pronounces 11 (39.13%) of 23 utterances. After joining the data of all teaches, the researcher finds the most dominant type of gratitude expression used by English teachers of SMAN 1 Sidomulyo. She finds 24 of 45 utterances which express Appreciation. The percentage of the most dominant type is 53.33%. It can be concluded that the most dominant type of gratitude expression used by all English teachers of SMAN 1 Sidomulyo is Appreciation expression.

Keywords: Analysis,Gratitude Expression,Speaking

DECLARATION

The researcher is a student with the following identity:

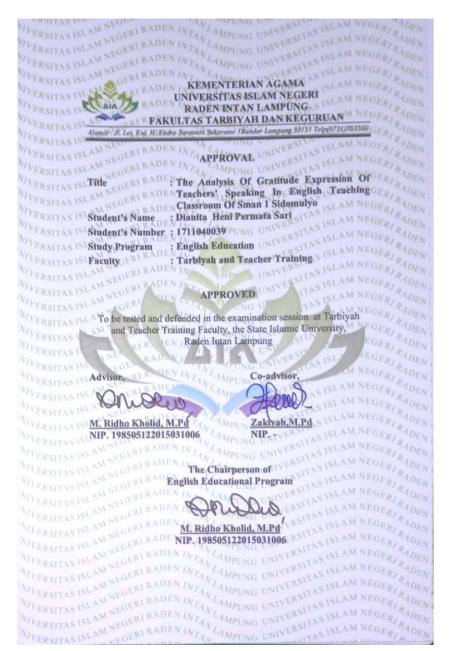|	
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Student's Number	: 1711040039
Thesis	: The Analysis of Gratitude Expression of Teachers' Speaking in English Teaching Classroom of SMAN 1 Sidomulyo

I state this entitled: The Analysis of Gratitude Expression of Teachers' Speaking in English Teaching Classroom of SMAN 1 Sidomulyo is entirely my work. I am fully aware that I have quoted some statements, references, and ideas from various sources, which are appropriately acknowledged in the text.

Bandar Lampung, December 15th, 2023

F1001ALX164964462

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A thesis entittled: The Analysis Of Gratitude Expression Of Teachers' Speaking In English Teaching Classroom Of Sman 1 Sidomulyo, by: Dianita Heni Permata Sari, NPM: 1711040039, Study Program: English Education was tested and defended in the examination session held on: Wednesday, December 27th 2023.

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MOTTO

وَلَا تَهِنُوا۟ وَلَا تَحْزَنُوا۟ وَأَنتُمُ ٱلْأَعْلَوْنَ إِن كُنتُم مُّؤْمِنِينَ ١٣٩

So do not become weak (against your enemy), not be sad, and you will be superior (in victory) if you are indeed (true) believers.[1]
(Q.S. Ali Imran 139)

''Don't compare your process with other people's because not all flowers bloom at the same time.''

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[1] Tafheemul Quran Surah Ali Imran, Ayat 1-200 (On- Line), Available on https://quranwbw.com/ (November, 3rd 2023)

DEDICATION

All praises and gratitude to pray the presence of Allah SWT who has provided various kinds of pleasures, strengths, blessings that always felt all times, with all my heart and full of happiness, the author dedicates this thesis to people who are never tired of loving, accompanying, supporting, praying, and giving the meaning of the spirit of life not to give up easily, which in turn builds the authors' personality so that self awareness must continue learning better yet, harder and harder every time, including:

1. I dedicate this skripsi to my endless love, my mother (Mrs.Harini) a strong and patient woman,always guides me everything , who always pray, hard work, and support to my success.
2. My beloved lecturers UIN Raden Intan Lampung especially English Education Study Program
3. My beloved almamater UIN Raden Intan Lampung and all lecturers of English Education Study Program . Thank you for giving me the opportunity to learn and having an amazing experience.
4. My dear friends who I cannot mention one by one support me every step of the way I am.

CURRICULUM VITAE

Dianita Heni Permata Sari was born in Bandar Lampung 16th 1999. She is the last of three children from the couple Mr. Hery Sudjito, B.Sc and Mrs. Harini. She has two sibling.

She began her education started from at Ceria Abadi Kindergarten and graduated at 2005 . After graduating from kindergarten,she continued her education at at SDN 05 Sidorejo in 2005 and graduated in 2011. Then she continued her education at SMPN 01 Sidomulyo graduated in 2014, In 2014 she continued the study at SMA 01 Sidomulyo which graduated in 2017. Then in 2017 she continued the level of Higher Education at State Islamic University of Raden Intan lampung at the Tarbiyah and Teaching Faculty of English Education Study Program.

In 2020 she took part in Program Kuliah Kerja Nyata Daring (KKN-Dr) program in Sidodadi , sidomulyo Lampung selatan. Furthemore following Praktik Pengalaman lapangan (PPL) activity at SMPN 33 Bandar lampung. In addition, outside of college activities, she also has As part of the 2019 World Clean Up Day activities Lampung, Sweepers go to school at 3 schools in Bandar Lampung. on campus following UKM FMPK UIN Raden Intan Lampung and PIK UIN Raden Intan Lampung

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Bismillahirrahmanirrahim

First of all, In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis submits as compulsory fulfillment of the S1 degree of English Education study program requirements at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan). The researcher realizes that she never finished this thesis without help and support from others. So that, the researcher would like to thank the following people for their idea, time, and guidance for this thesis:

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The words are not enough to say my appreciation for helps and contributions on this skripsi. May Allah always guide you and give you all happiness. The researcher hopes this skripsi would be useful for the readers.

Bandar Lampung, December 15th, 2023
The researcher,

Dianita Heni Permata Sari
NPM. 1711040039

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CHAPTER I
INTRODUCTION

A. Title Confirmation

As the first to understand the title of this thesis and avoid misunderstanding, this researcher felt the need to explaine words which become the title of this research. The title of this research is " The Analysis of Gratitude Expression of Teachers' Speaking in English Teaching Classroom of SMAN 1 Sidomulyo" the confirmation of this title described as follows:

1. Gratitude Expression

   gratitude is the feeling of being grateful or the desire to express thankful feeling. gratitude function is expressed appropriately, it can create feelings of warmth and solidarity among interactions, maintaining and enhancing social cohesion and social bonding in the society. [2]

2. Analysis

   analysis is an activity to look for a pattern other than that analysis is a way related to systematic testing of something to determine the relationship between parts and the relationship with the whole.[3] Hudson R.A, states that Sociolinguistics is the study of the relationship between language and society; it focuses on how language is used by the individual speaker and groups of speakers in its social context.[4]

3. Speaking

   Speaking is the process of communicating by the use of words.[5] Besides, Broughton *et al.* state that Speaking is sound-producing by combining vocal sounds to such an extent, thus the audience can interpret those sounds in the

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[2] Cheng, S. W., An Exploratory Cross-sectional Study ofInterlanguage Pragmatic Development of Expressions of Gratitude by Chinese Learners of English. (A doctoral dissertation: University of Iowa, 2005). http://ir.uiowa.edu/etd/104. p.114

[3] Sugiyono (2015). Metode Penelitian Kombinasi (Mix Methods). Bandung: Alfabeta

[4] Hudson, R.A. 1980. Sociolinguistics. Cambridge: Cambridge University Press.

[5] John Munro, *Teaching Oral Language: Building a Firm Foundation Using ICPALER in the Early Primary Year* (Victoria: B.P.A. Print Group, 2011),p. 2.

correct meaning.[6] Besides, Grugeon *et al.* state that Speaking is an opportunity for learners to express their concept and premise. [7]In conclusion, Speaking is producing the combination of a vocal sound that turns into words, and a speaker constructs it to be useful meaning, so the speaker can share their idea, feeling, and intentions with others.

4. Teaching

Teaching is an interactive process between the teacher and the students. Teaching is the process of training an individual through the formation of habits, the acquisition of knowledge, the inculcation of ideas, and the fixing of permanent interests. Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupils and occurs during definable activities.

From these explanations it concluded that the title of the thesis about "The Analysis of Gratitude Expression of Teachers' Speaking in English Teaching Classroom of SMAN 1 Sidomulyo".

B. Background of the Problem

Language is used by human beings to communicate among one another. Language and human cannot be separated each other. Without language, it is impossible for human to communicate and interact with others well. Everyone makes daily activities using language. These activities include talking with friends, listening to lecturers, reading an assignment, surfing the internet, etc. Without language, none of these activities would be possible. Language allows you to speak, read, write, listen to others, and even talk to yourself or to think.

By language human can express their feeling and thinking. People can share their ideas by using language. It is hard to imagine if people don't have language in their communication. Using language in a communication is aimed to know what

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[6] Geoffrey Broughton *et al.*, *Teaching English as a Foreign Language*, *(2nd Ed),* (New York: Routledge, 1980), p.27
[7] Elizabeth Grugeon, *et al. Teaching Speaking & Listening in the Primary School* (London: David Fulton Publisher, 2005), 3.

message and what information that will be delivered to other people.

There are so many languages in the world but English becomes the international language that learnt by all countries in the world. English used as a global means of communication in numerous dialects, and also the movement towards an international standard for the language.[8] However, English makes the communication towards each country in the world easier.

In social settings, language serves as a tool for interpersonal interaction and communication. Humans have used language as a means to fulfill their wants and to communicate their experiences. According to Saragih, there are three factors that necessitate interpersonal interaction in daily life. Language is a means by which humans express their thoughts and feelings. Thoughts may be communicated through language. It is hard to imagine a world without language as a means of communication. Language is used in communication to decide what information and message is delivered to other people.

It is common knowledge that language is essential for communal communication. Language may be used to transmit ideas or information and to promote social interaction. Language has a connection to society since it is a means of communication. In order to communicate effectively and use language responsibly, it is imperative that we comprehend how language is utilized in society. One method for figuring out how language is utilized in society is sociolinguistics.

Individuals typically speak a variety of languages to one another. It is therefore impossible to avoid communication gaps and miscommunications. When conversing with someone in society, one may easily notice the disparities in language utilized. Gender, socioeconomic class, age, and educational attainment are a few examples of disparities. These are only a few of the numerous variables that might affect miscommunication. studies

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[8] Ilzamudin Ma'mur, *Mambangun Budaya Literasi; Merentas Komunikasi Global* (Jakarta: Diadit Media, 2010), p. 53

that demonstrate how speakers' language choices reflect factors like their social, cultural, or ethnic background and possibly even their sexual orientation and other studies that demonstrate how particular social norms dictate particular word choices, speech patterns, and even rules of conversation. Wardhaugh defined the ages grading phenomenon, which occurs when young children speak differently from older children, and in turn, children speak differently from mature and adults.[9]

The majority of individuals believe that language is a direct and literal means of communicating. Even with exact language use, errors and meaning changes can happen. Words can have two different kinds of meanings: denotations, which are evident meanings, and connotations, which are suggested or hidden meanings. Moreover, metaphorical language is often used.

Everyone produces speech in his or her daily activities. For example speech that produced by teacher in a classroom. Teacher's speech in classroom activity has different function. The function of teacher's speech in classroom is not about delivering message and information only actually, but it can be ordering, asking, directing, informing, etc.

Speaking is one of parts of communication. In the other word, people can transfer their ideas by their speech. In a classroom, teacher transfers their ideas by producing speech. The problem is students do not truly understand the meaning of teacher's speech. This matter makes the interaction between teacher and student does not run well. The communication that happens in a classroom is not well established. So, learning speech function is essential in order to know what the function of speech that people do in daily activities especially teacher speech in English classroom.

According to Hornby, gratitude is the feeling of being grateful or the desire to express thankful feeling.[10] Eisenstein and Bodman asserted that when this function is expressed appropriately, it can

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[9] Wardhaugh, R. *An Introduction to Sociolinguistics*. Oxford: Blackwell Publishing, 2006),p21.

[10] A. S Hornby, *Oxford Advanced Learner's Dictionary*. (Oxord: Oxford University Press, (1995).p.45

create feelings of warmth and solidarity among interactions, maintaining and enhancing social cohesion and social bonding in the society.[11] Any failure to express gratitude (or to express it adequately) could have negative social consequences for interlocutors' relationships, leading to irritation, resentment and annoyance. However, the magic power of a simple expression of gratitude has almost limitless potentials. Expressing appreciation to those who do things for you is also a way to make people happy. Expressions of gratitude can be a happy experience for both the giver and receiver.

The author must read some earlier research on the same subject about gratitude expression of teachers' speaking in English teaching classroom in order to complete this study. Certain studies have been conducted by earlier investigators. The first thesis was written by Yasami and Rastegar. The study aimed at investigating the types of strategies used in thanking speech act among Iranian EFL Learners of different proficiency levels.[12] The second thesis was written by Yusefi, Gowhary, Azizifar, and Esmaeli. This study attempted to study the most frequently used thanking strategies in Ilami Kurdish language.[13] The third thesis was written by Yoosefvand and Rasekh, they focused on investigate the strategies Persian native speakers employ for expressing gratitude in different situations.[14]

In addition, this research was different from the previous research. This research had different object, This research focused on gratitude expression of teachers' speaking in english teaching classroom. It aimed to know the function of speech used

[11] M. Eisenstein., & J. W Bodman, "*Expressing gratitude in American English*". In G. Kasper and S. Blum-Kulka (Eds.), *Inter-language pragmatics* (pp.64-81). (New York: Oxford University Press, 1993). P.76

[12] F. Yasami, & S. Rastegar, *The use of thanking strategies among Iranian EFL learners of different proficiency levels.* (Procedia-Social and Sciences, 2014). 98, 1926-1930. https://doi.org/10.1016/j.sbspro.2014.03.624

[13] K.. Yusefi, Gowhary, H., Azizifar, A., Esmaeili, Z. *A pragmatic analysis of thanking strategies among Kurdish speakers of Ilam based on gender and age*. (Procedia - Soc. Behav. Sci. 2015), 199, 211–217.

[14] Z. Yousefvand, *Study of compliment speech act realization patterns across gender in Persian*. (Arizona Working Papers in SLA & Teaching, 2010) 17, 91-112.

by English teacher in a classroom so that the communication between teacher and student was well established.

C. Focus and sub-focus of the research

Building on the problem's past context, this study examined the many forms of gratitude expression and identified the most common forms in accordance with the taxonomy of the expression of gratitude developed by Cheng. They was thanking, appreciation, repayment, recognition of imposition, apology, positive feeling, other strategies, and attention getter. This study analysed the gratitude expression used by English teacher in a classroom in SMAN 1Sidomulyo.

D. Problem Formulation

Based on the background of the problem, there was some questions that need to be answered through this research. They were:
1. What were the types of gratitude expression used by English teachers in English classroom of SMAN 1Sidomulyo?
2. What was the most dominant gratitude expression used by English teachers in English classroom of SMAN 1Sidomulyo
3. Why did the English teachers use gratitude expression differently in the classroom?

E. The Objective of the Research

The objective of this research there was some objectives of the research as follows the problem Formulation as follows:
1. To describe the types of gratitude expression used by English teachers in English classroom of SMAN 1Sidomulyo?
2. To find out the most dominant gratitude expression used by English teachers in English classroom of SMAN 1Sidomulyo
4. To explain why did the English teachers use gratitude expression differently in the classroom?

F. Significance of the Research

At the end of this research, it was expected that the result of this research used as follows :

1. Theoretically

   This research was useful for the linguistics field, especially in terms of gratitude expression in speaking skills.

2. Practically

   a. The researcher

      Hopefully, after reading this research, the students were inspired to focus on studying literature, and they added to their habit of being familiar with gratitude expression. This contributed to a larger body of knowledge and was helpful for the reader, particularly for the students of Raden Intan State Islamic University who wanted to use as references in their next research about gratitude expression.

   b. English lecturer

      It was anticipated that the study's findings would provide some fresh insights on gratitude expression. After reading this research, the teachers would also receive extra resources for teaching gratitude expression languages.

   c. English student

      These research increased students' knowledge and comprehension of gratitude expression because, when we studied language, we discovered more intriguing forms of gratitude expression and a variety of interpretations that helped readers and listeners comprehend how to utilize the language.

G. Relevant Research

[1.] The first is Yasami and Rastegar. The study looked at the techniques that Iranian EFL students used to show their gratitude in a carefully prepared environment. 15 Iranian EFL students from a private English language institute in Sari, Iran, were among the participants. These students were picked from

various competence levels, including primary, intermediate, and advanced. As a Discourse Completion Task in English, they were required to complete a dialogue. Participants were instructed to envision themselves in this circumstance and reply appropriately based on their initial reaction. As a result, research demonstrated that there was some association between participants' skill levels and their thanking tactics. [15]

2. The second previous research is " A Pragmatic Analysis of Thanking Strategies Among Kurdish Speakers of Ilam Based on Gender and Age " by Yusefi, Gowhary, Azizifar, and Esmaeli. The purpose of this study was to investigate the most often utilized thanking ways in the Ilami Kurdish language. A DCT (discourse completion task) will be used to do this. DCT illustrates numerous scenarios in which participants are asked to write down the language they use to express gratitude to others. The data was analyzed using Cheng's (2005) taxonomy of eight ways for expressing thankfulness. Both descriptive and inferential statistics were used to analyze the acquired data. The findings indicated that 'thanking,' 'positive feeling,' and 'appreciation' were the most frequently used techniques among respondents under 30 years old, whereas 'thanking,' 'positive feeling,' and 'appreciation' were the most frequently used strategies among individuals over 30 years old. [16]

3. The last previous research is " The Study of Compliment Gratitude Expression Responses: A Study Based on Status and Gender in Persian" the writer is Yoosefvand and Rasekh, The purpose of this study was to extract and categorize the variety of tactics employed in responding to compliments in Persian in terms of the relative status of compliments and complementary. Another goal of the study was to give a

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[15] Yasami, F., & Rastegar, S. *The use of thanking strategies among Iranian EFL learners of different proficiency levels.* (Procedia - Social and Behavioral Sciences, 2014). 98, 1926-1930.

[16] Yusefi, K., Gowhary, H., Azizifar, A., Esmaeili, Z. *A pragmatic analysis of thanking strategies among Kurdish speakers of Ilam based on gender and age.* (Procedia - Soc. Behav. Sci. 2015), 199, 211–217.

comparison of compliment reactions in Persian and English. This research included 60 Iranian Persian and 12 Canadian English speaking university students. A Discourse Completion Test (DCT) was utilized to extract the tactics adopted by Persian and English speakers while replying to compliments. According to the findings, the common inclination of Persian speakers in reacting to a praise is a "agreement," both in equal and unequal status. Significant variances were also found while comparing the findings of Persian and English data.[17]

H. Research Method

1. Research Design

In conducting this research, the researcher used a qualitative research design to analyse the subject because the data is in the form of words rather than the number. Moleong stated that qualitative research is a research procedure that produces descriptive data where the available data is obtained through written or oral words from people and their behaviour, then from the results of the data collected will be examined.[18] It can be concluded that qualitative research is a study that aims to understand an event or phenomenon about what is experienced by the research subject, such as perception, motivation, action, behaviour, and other holistically then described in the form of words and language, in a specific natural context and by making use of various natural methods. The descriptive method used in this research to describe the type of gratitude expression found in utterances produced by teachers' talk in English classroom based on the taxonomy of the expression of gratitude developed by Cheng.

2. The technique of data collecting

Donald Ary outlined the following methods for gathering data for qualitative research: document or artifact analysis, interviewing, and observation.[19] The descriptive qualitative

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[17] Z. Yousefvand, *Study of compliment speech act realization patterns across gender in Persian*. (Arizona Working Papers in SLA & Teaching, 2010) 17, 91-112.
[18] Muhammad, Metode Penelitian Bahasa (Yogyakarta: Ar-Ruzz Media, 2014), p.30
[19] Donald Ary, *Introduction to Research in Education Eighth Edition* (Belmont: Wadsworth, 2010), p.431

research method will serve as the foundation for this study, and textual analysis, or content analysis, will be the tool employed. An analysis is a review method that looks closely at the components of a piece of literature. While content analysis is a research method that considers the context to get meaningful conclusions and replicable facts.

In this research, the researcher used triangulation technique in collecting the data. Triangulation technique means collecting the data by combining three techniques. They were observation, interview and audiovisual.

a. Observation

The first method that use in collecting the data was observation. Observation is the process of gathering open-ended, firsthand information by observing people and places at the research site.[20] Observation is an activity to get the data by using visual. There are two kinds of observation. They are participant observation and non participant observation. In this research, the researcher used non participant observation.

The researcher observed the learning process. The study conducted in an English classroom of SMAN 1 Sidomulyo. The researcher noticed what happening or situation in a classroom regarding the gratitude expression that used by English teacher.

b. Interview

The other method to collect the data was interview. Interview is one of techniques to collect the data by creating direct conversation between the interviewer and interviewee. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answer.[21]

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[20] John, Creswell. "*Educational Research Planning, Conducting, and evaluating Quantitative and Qualitatite Research*" (New Jersey: Pearson Education, inch, 2008) Third Eddittion., p. 213

[21] John, Creswell. "*Educational Research Planning, Conducting, and evaluating Quantitative and Qualitatite Research*" (New Jersey: Pearson Education, inch, 2008) Third Eddittion., p. 217

In this research, the researcher conducted interview to English teachers of SMAN 1 Sidomulyo. The purpose of conducting interview was to get more information about gratitude expression used by English teacher and reason why they used gratitude expression differently in the classroom.

c. Audiovisual materials

The following method to collect the data is audiovisual material. According to Creswell audiovisual materials consists of images or sounds that researcher collect to them understand the central phenomenal under study. It can be photographs, videotapes, digital images, paintings and pictures, and unobtrusive measure.[22] In this study, the researcher collected the data by recording and taking pictures of the situation that happened in a classroom. By doing this method, the researcher got more information especially gratitude expression used by English teacher.

3. Instrument of the Research

An instrument is a device or facility that researchers use to gather information in order to get accurate findings. It indicates that the instruments used to gather data and find the answer to the research question are known as research instruments. According to Creswell, there are many different data gathering tools available for qualitative research, and their appropriate use depends on the goal of the study.[23] It meant that an expert should validate the study equipment. This researcher used tools specific to qualitative research, which were helpful in obtaining detailed findings from the analysis of phenomena.

The reason this research tool is named the "human instrument" is that the data was gathered entirely by the researcher. The author will be the primary tool used in this study.[24] The researcher studied the screenplay and applied the

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[22] *Ibid*, p.124

[23] Adonis, *Qualitative data collection instruments: the most challenging and easiest to use*. (Research Gate Article,2020) p.25

[24] John. . Creswell, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative* Research (USA: Pearson inc, 2011), p. 175.

taxonomy of the expression of gratitude developed by Cheng to classify the statements made by the gratitude expression that used by English teacher in the classroom.

As a result, the researcher served as a tool for the study and employed in the table to gather data. It served to clarify the type gratitude expression information for the English teacher in the classroom. The table was included in fact presentations and research data in Chapter 3.

4. Data analysis

Data analysis is a crucial phase in every research project. According to Lodico, data analysis and interpretation are ongoing processes in any qualitative research, with the goal of using insights from preliminary data analysis to inform subsequent data collecting. Additionally, in order for the majority of the data to be described and comprehended, Ary claims that qualitative research needs to code, classify, and arrange the data. Additionally, he explains that data analysis in qualitative research is a laborious and time-consuming process because the researcher usually has to go through a large number of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents.

According to Miles and Huberman, the three current flows of activity that make up analysis are data reduction, data presentation, and conclusion drawing/verification. Three steps need to be taken in order to apply Miles and Huberman's theory to the data analysis in this study:

a. Data Condensation

Condensing the data becomes the initial stage in the analysis of the research's data. Data condensation, according to Miles, is the process of choosing, concentrating, streamlining, abstracting, and changing the data in field notes or transcripts that are written up.[25]

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[25] Miles, Mathew B., dan A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications:1994)

Here, "data condensation" refered to the process of choosing which utterances, produced by teacher were composed of gratitude of expressions.

b. Data Display

The data display stage is the second. According to Miles, a display is often a condensed, well-organized compilation of data that enables conclusion drawing and action. The data presented by a well-organized collection of information that enables sketching and action-taking used in this study. After the analysis of all the data based on gratitude expression information for the English teacher in the classroom

c. Conclusion Drawing

The final stage of data analysis in this research was to form a conclusion once data reduction and display were complete. Miles agrees that the final conclusion often has been prefigured from the start, even when a researcher claims to have been working inductively. This depends on the size of the corpus of field notes, as well as the funding agency's coding, storage, and retrieval procedures.[26] It indicates. In order to address the research question, the researcher looked for a conclusion in the conclusion. It provided a solution to the study question regarding the primary gratitude of expressions and type gratitude of expressions utilized by by teacher in classroom. Therefore, the conclusion was taken as directed and did not deviate from the data analysis. Then if the final research was reached, this research used steps to analyse the data collection to procedure the finding and answer the research question in chapter 1. The steps were mentioned below:

1) Firstly, the researcher watched the video learning that focused on teacher talks and read the conversation script of video.

2) Secondly, the researcher listed teacher's utterances

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[26] *Ibid 14*

3) Thirdly, the researcher categorized the teacher's utterances into type of gratitude of expressions by giving codes.

4) Fourthly, the researcher analyzed the data of classification.

5) Fifthly, the researcher made conclusion and presented in percentage form.

6) Sixthly, the researcher described the percentage data form into descriptive data form.

7) Seventhly, the researcher described the reason why the English teachers of SMAN 1 Sidomulyo used the most dominant type of gratitude of expressions and used gratitude of expressions differently in their classroom.

5. Trustworthiness of the Data

In qualitative data, reliability is crucial because it allows the researcher to characterize the qualities of the qualitative term. According to Given, trustworthiness is essentially the process by which qualitative researchers make sure that the findings of their study are consistent with transferability, credibility, dependability, and confirmability.[27] Triangulation used in this study to ensure clarity. Triangulation, according to Given, is a technique to compare the outcomes of many ways for a single unit of learning in order to strengthen or improve the validity of a research.

It may also be stated by saying that triangulation is a technique for measuring what is regarded as the same by employing several research techniques. [28] Triangulation, then, is a method of determining the validity of a research by contrasting the outcomes of various methodologies for a single learning unit. According to Denzin, triangulation entails adopting a distinct stance while addressing the research topic or the subject under investigation more broadly. This

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[27] Lisa M.Given, *The SAGE Encyclopedia of Qualitative Research Methods* (London: SAGE Publication, 2008),p.895
[28] *Ibid p.892*

viewpoint can be supported by a number of techniques and/or theoretical frameworks.[29]

To sum up, triangulation is the process by which researchers consider several angles on the issue under study, which can be supported by various theories, methodologies, and techniques that make theoretical references.

Denzin divided some types of triangulation that was used . They are:

1. Data triangulation

   When many data sources are applied to various dates, persons, and locations, it is referred to as data triangulation.

2. Investigator triangulation

   There are several observers and independent data in this kind. Numerous researchers are involved in these kinds of studies, which are made feasible by the approach. They offer extra insight into the process of analyzing the data and, as a consequence, present diverse perspectives and epistemological assumptions that might affect study outcomes.

3. Theoretical triangulation

   This kind of triangulation makes use of many theoretical schemas. Instead than adopting a single point of view, this kind makes use of competing or alternate hypotheses. The term "triangulation of theory" describes the process of analyzing evidence while keeping several theories and viewpoints in mind. It is possible to compare and contrast different theoretical stances in order to assess their worth and potency.

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[29] Norman K Denzin and Yvonna S. Lincoln, *The SAGE Handbook of Qualitative Research, Fifth Edition* (Yogyakarta: PustakaBelajar, 2018), p.788.

4. Methodological Triangulation

This kind of data employs the same object and several methods, or the same method on various times. This kind of data collection uses several methods, including questioners, documentation, and observation. It indicates that the process of verifying the accuracy of the data is called triangulation. In doing so, it can also provide evidence on the validity of the data.

In this study, investigator triangulation employed to verify the accuracy of the data. The type of intrinsic elements that were employed in the study was referenced as the data's source. The expert verified the data through inquiry. The researcher for this study closely read the screenplay and categorized the statements made by the teachers. Afterwards, using the taxonomy of the expression of gratitude developed by cheng, determined the expression of gratitude. In the last stage of this study, the data is validated by a sociolinguistics specialist.

I. Systematics of the Discussion

1. CHAPTER I: Introduction consisted of title confirmation, research background, focused and sub focus, problem formulation, objectives of the research, significance of the research , relevant research, and systematic discussion.
2. CHAPTER II: Review of Related Literature consisted of a frame of theories there were Concept of Politeness Expression in Teaching Learning Process, Teacher, Teachers' Talk, English Classroom Concept of Gratitude of Expression, Definition of Gratitude of Expression, Type of gratitude expression.
3. CHAPTER III: Descriptions of the Research Object consisted of a general discussion of the object, fact presentation and research data.

CHAPTER II
LITERATURE REVIEW

This chapter represents some related topics to build comprehension of thinking in this research. It describes about theoretical framework and previous study.

A. Definition of Teaching

Teaching is an interactive process between the teacher and the students. There are several definitions from some experts. Teaching is the process of training an individual through the formation of habits, the acquisition of knowledge, the inculcation of ideas, and the fixing of permanent interests. [30]Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupils and occurs during definable activities. Teaching is defined as showing or helping someone to learn how to do something, giving instructions,guiding in the study of something, providing knowledge, and causing them to know or understand. Based on the definitions above, can be concluded that teaching is a process of helping the students to gain or acquire knowledge in a learning activity that guided by the teacher. [31]

Since students use their mother language in their daily conversation, English teachers have an essential role in making students understand and enjoy the material. It is necessary to make students comfortable and enjoy teaching and learning English. Language is the situation whereby humans communicate and interact with one another using habitually used oral auditory and arbitrary symbols. Many people use language to communicate with each other in their daily life. Language is also used to express the ideas shared by each people by using language through spoken and written

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[30] Amidon, Edmund J, *The Role of the Teacher in the Classroom: A manual for understanding and improving teachers' classroom behavior*. Association for Productive Teaching. (New York, 1967),p.34

[31] *H. D. Brown, Principles of Language Learning and Teaching (4th ed.) (*White Plains, NY Pearson Education, 2000).p.37

forms. Language teaching is influenced by ideas on the natural language (language theories) and the learning conditions that make learners acquire the language (learning theories)[32]. It means that English is different for communication and English for teaching materials and methods. These differences may influence teaching English achievement.

Teaching is the process of showing or helping someone learn how to do something, giving instructions, guiding in the study of something, providing knowledge, and causing someone to understand something the y learned.[33] It describes that teaching is a process to help the learners understand something they learned. In this case, the English teacher should be able to create an actual situation that can be used to support the learning and teaching process so that the students can use English naturally for communication. The students should be put into a situation where they can use English for communication both in written and spoken forms.

Further, according to Harmer, English as a foreign language is generally taken to apply to students studying general English at schools and institutes in their own country or as transitory visitors in a target language country.[34] Meanwhile, the students have generally learnt English since they were in the basic level of education. It means that English as a foreign language is essential and is needed for the English learner as a part of their study in the school.

Based on the explanation above, it can be inferred that teaching English as a foreign language is the process of helping the students to learn English and make their understanding in the learning process and do much practice to master the English language. In teaching English, the teacher

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[32] Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu,2006), p. 20
[33] H. Douglas Brown, *Principles of Language Learning and Teaching* (4th Ed), (New York:Addison Wesley Longman, 2000), p. 7
[34] Jeremy Harmer, *How to Teach Writing*, (Harlow: Longman Group, 2004), p. 79

should be creative to make the students interested in learning English as a foreign language.

B. Politeness Expression in Teaching Learning Process

Politeness in pragmatics is something rather different from an everyday understanding of it and focusing almost uniquely on polite language in the study of verbal language . [35] Generally, being polite involves taking into account the feelings of others. Besides, being polite also means employing awareness of others feeling. Being linguistically polite involves speaking to people appropriately in the right place and at the right time. People must be aware of the context of speaking because politeness in a certain area is different from others. However, to analyze them, it is the researcher was analysis about politness in teaching learning process which the students used gratitude expression to the lecturer becouse so many gratitude expression the students use in the teaching learning process.

Gratitude expression are can used in the formal and informal situations. The expression of gratitude used in the formal situation such as; thank you, thank you very much, thank you for your help, thank you for your tips, etc. While the expression of gratitude used in formal situations, such as; much obligated, I can"t thank you enough, I can"t find words how to thank you. The formal situation is usually used by student with teacher, employee with boss, student with advisor, younger with older and patient with doctor. While the informal situation is used by student with student, friend with friend, husband with wife, etc. Base on Hariyono.[36] Educational environment is one of the situations for people to highly concern about their language. The positions when people are generally conscious about choosing the right

[35] W Mittag,. *The rool of intrinsic motivation for teaching, theachers' care and autonomy support in student' self-determined motivation. Journal for Educational* Research Online, Value 3 (2011), No. 1. P.156
[36] Rudy Hariyono, *Serious English for Serious Student*. (Surabaya: Gitamedia Press, 2006) p.56

words, structuring a good sentence, and pronouncing well are defined as formal speech or language Richard et al,. [37]The situation that calls for formal English includes business letters or e-mails, letters or e- mails to government officials, office memos or e-mails reports, homework, communications to teachers, important conversations, speeches, presentations, and oral reports.

Woods divide English into three levels; friends-talk, conversational English, and formal English. Friends-talk and conversational English include in informal English. "In friend-speak, the speakers are on the same level. They have nothing to prove to each other and they are comfortable with each other mistakes" .[38] On the other hand, conversational English does not stray too far from English rules, but it does break the rules. Friend-speak deals with the friendship domain where the use of slang language is frequently. Conversational English deals with situations such as chatting with family members, friendly conversation with supervisors, e-mail and text to friends, and informal conversation with the teachers.

C. Teacher

Teacher plays a very important role in bringing the class to get a good quality of learning. Teacher has some roles in the classroom activities. Harmer proposes the roles of a teacher during the teaching and learning process. The following presents a discussion about the roles of a teacher.
a. Controller: when teachers act as controllers, they are in charge of the class and of the activity-taking place and are often leading from the front.
b. Prompter: in this stage, the teacher often gives a prompt or takes charge in order to encourage the students to be active during the lesson.

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[37] Jack C Richards and Richard Sschmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*.(London: Pearson Education, 2002) p.543
[38] W Mittag,. *The rool of intrinsic motivation for teaching, theachers' care and autonomy support in student' self-determined motivation. Journal for Educational* Research Online, Value 3 (2011), No. 1. P.159

c. Participant: teacher sometimes wants to join the activity done in the teaching and learning process. In this stage, the teachers are expected to take part during the classroom activities.

d. Resource: in this stage, the teacher can be one of the most important resources in the teaching and learning process. She/he can provides all information needed by students.

e. Tutor: acting as tutor, the teacher can combine both prompter and resource role during the teaching and learning process.The role of the teacher during the teaching and learning process is dependent, based on what the students need to achieve. The teacher needs to be able to switch between those various roles. The teacher should know the role based on the needs of the teaching and learning process. It can be concluded that teacher as one of essential components to the quality of teaching and learning process should consider many aspects in order to be an ideal teacher for the learners. The teacher should know well how to control the class. A good teacher also needs to have a good classroom management.[39]

D. Teachers' Talk

A teacher's job involves a lot of talks. The classroom is very much stage for the teacher's performance. Teacher talk becomes medium to transfer the material to learners in learning. Talk is vital to engage any students in their learning. It can transform relationships in the classroom. In the class, the teacher acts as the transmitter of knowledge and a valuable source of input for the learner. Teacher talk is the major resources of comprehensible target language input learners are likely to receive in the foreign language classroom teaching. Talk is always multifunctional, simultaneously expressing ideas or putting a point of view and conveying something about the relationship between the speakers. It also

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[39] Jeremy Harmer, *the Practice of English Language Teaching, (3rd Edition),* (Cambridge: Longman, 2001), 271-274.

in some way expresses the speaker's sense of who they are as a person, through the feeling and emotions being expressed, the value position they are taking up, or the language variety they choose to use.

According to Ur in Liu et al states that teacher talk refers to the language used by teacher when addressing L2 learners in classroom interaction.[40] Richard defines teacher talk as variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of characteristic of foreigner talk and other simplified styles of speech addresses to language learners. [41] While according to Sinclair et al. in Liu define teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities, and check students' understanding.[42] Lei in the journal "*Communicative Teacher Talk in the English Classroom"* says that teacher talk promotes the facilitation of classroom interaction is therefore called communicative. The teacher talk includes, for example, the kind of questions they ask, the speech, modifications they make when talking to learners, and the way they react to students errors.[43]

Teacher talk is usually viewed as one of the decisive factors of success or failure in classroom teaching base on Xu in Rezaee. [44]This means that amount of teacher talk can determine whether teaching in a specific classroom has been successful or not. A teacher may use teacher talk to either ask

[40] Min Liu,.et al. 2012. *An Investigation and Analysis of Teacher Talk in College English Class.* International Journals of Linguistics Vol. 2 No. 5, 2012 ISSN 1923-869X E-ISSN 1923-8703,p.117

[41] Jack C Richards and Richard Sschmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*.(London: Pearson Education, 2002) p.543

[42] Min Liu,.et al. P.118

[43]Xuelian Lei, *Communicative Teacher Talk in the Classroom*. English Language Teaching. Vol 2, No. 1. March 2009. CCSE. Accesed from www.ccsenet.org/journal.html on March 15th 2017 p.75

[44] Mehrdad Rezaee, et al. *An exploration of discourse in an EFL classroom: teacher talk*. Elsevier. 2012. P.88 Accesed from www.sciencedirect.com April 13rd 2017

questions or gives information in different areas depending on what he is teaching .[45] In any language classroom interaction, there are usually three major types of questions to be asked in terms of the purpose of questions. These three types are procedural (to do with classroom procedures and routines and classroom management), convergent (to encourage similar student responses, or responses which focus on a central theme), and divergent (to encourage similar student responses, or responses which are not short answers and which require student to engage in higher-level thinking base on Richards & Lockhart, in Rezaee[46].

According to Mesthrie et.all, teacher talk is a primary means of classroom instruction, while listening, answering and question- asking are typically expected of pupils. Also important are the many forms of written language which can be found in the classroom, ranging from writing on the board to library books and other resource materials. Because it is so important to teaching and learning activities, language is heavily regulated in the classroom. Teachers are the primary speakers in the classroom, and teacher talk as almost always the primary language register in use. As the medium to transfer materials for students, teachers are expected to be communicative.[47]

According to Lei, there are numbers of characteristics of teacher talk which identify as being communicative.

1. Referential Questions

Referential questions are genuine questions for which the teacher does not know the answers and therefore has a genuine communicative purpose. This is in contrast to displaying their understanding of knowledge. There is plenty of evidence to suggest

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[45] Ronald Wardhaugh and Janet M. Fuller. *An Introduction to Sociolinguistics: Seventh Edition. (*West Sussex:John Wiley & Sons,2015)p.56
[46] Mehrdad Rezaee, et al.p.119
[47] Rajend Mesthrie,.et.al. *Introducing Sociolinguistics*. (Edinburgh: Edinburgh University Press, 2009) p.348

that in the nowadays classrooms, the vast majority of questions teachers ask are display questions without communicative purposes. While in real life, most questions are referential. There is a marked difference between typical classroom talk and non classroom talk in this respect.

2. Content Feedback

   Feedback on content involves responding to the content of what learners are saying, rather than commenting solely on the form. After all, if no attention is paid to the meanings the learner is expressing, there is no point in asking referential questions.

3. Avoidance of the IRF Sequence

   IRF sequence goes like this: the teacher asks a question and the students give the answer; then the teacher provides his/her comments on the answer as feedback. This is the typical sequence of the classroom talk. The structure of spoken discourse outside the classroom is usually more complex and flexible than this.

   The language or teacher talk employed by a teacher in the classroom can be said a magical thing. It can be probably charge everything in the classroom.

   Based the explanation above, the researcher can conclude that teacher talk is a variety of language used by teacher in his or her teaching learning as facilitator or medium to transfer information to the learners.

E. English Classroom

Collins English dictionary defines classroom is a room in which classes are conducted, especially in a school or college. English classroom is a room in a school where English lesson take place. According to urban dictionary, English class is a class that teaches students about English

language.

During the early years, English is a very useful, important, and most of all fun class. By middle school, however, English class becomes a redundant class where students are taught the exact some things (basic grammar and punctuations, paragraph structuring, etc.) over and over again. By high school, the fun and useful class has been completely replaced by an idiotic course where too much emphasis is placed on over- analysis and essay writing (where the teacher usually tells the students to write five pages essay that could be easily don in there), and less emphasis on creativity.

Mesthrie et al.   states that classroom language was that teacher-student exchanges were not randomly constructed, but were organized in terms of a three-part sequence.[48] As quoted in Mesthrie et.al., Mehan called this an "IRE" sequences (initiation- response-evaluation)". The sequence occurs as follows:

1. Initiation of the sequence by the teacher, often in the form of request for information directed at one or more of the students;

2. Response to the teacher's request from one of the students;

3. Evaluation of the student's reply by the teacher, often accompanied by a request for information or other initiation of the next IRE sequence. The example of IRE such as:[49]

> *What is nine times nine?*   (Initation)
> *Ninety*   (Student's reply)
> *No, that is too*
> *big*
> (Evaluation) Etc

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[48] Rajend Mesthrie,.et.al. p.349
[49] Ibid, p.349

Subsequent research discussed by Mehan and Cazden as quoted in Mesthrie and Leap has shown that while IRE sequences may be the backbone of the classroom communication, they rarely unfold so neatly. For example, IRE sequences are not completely independent of each other. Instead, several teacher initiations and student responses may occur before the teacher provides evaluation. Students as well as teachers may initiate IRE sequences, and may also offer forms of evaluation to each other and to the teacher. Students as well as teachers may rework the "function" of particular statements within the sequence, so that the regulatory effects of "initiation", "response", "evaluation" may become tempered by other, equally important, social and cultural message base on Mesthrie and Leap.[50]

In the English classroom, there are some languages that used by the teacher and students, for example:

1. Teacher's language

Good morning (everyone)
That"s all for now/for today   Ending the lesson
Open your book at page…   During the lesson
Quiet, please!   Keeping order
Very good.   Praise and encouragement

2. Student's language

I/we have finished. I/we
have not finished.
Can I go to the toilet, please! Etc.

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[50] Ibid, p.350

The researcher concludes that English classroom is room of the school or college which there is a lesson that teaches about English.

F. Concept of Gratitude of Expression

1. Definition of Gratitude of Expression

According to Quirk and Searle they said, Expressing gratitude is a feeling or response based on a past act performed by the hearers. In general, "thank you" is the most common phrase to express gratitude. However, not all gratitude is expressed with saying "thank you" or "thank you so much." [51] According to Nofsinger, gratitude is a speech act, specifically classified under expressive, which are "expressions of the speaker's psychological state about something (an event, an object, a behavior, or whatever)". Based on Yule and Peccei state that, Thanking or expressing gratitude is one of the acts under the category of expressive speech act. Expressive speech act primarily focuses on representing the speaker feelings. In other words, speakers use expressive speech act to express their feelings by making their words fit their internal psychological world.[52] Dalilan, However, the expression of gratitude is an expression that shows or expresses the speaker's feelings for a past act performed, so that someone says a gratitude expression to represent his feelings and from the psychological state about something (an event, an object, a behavior, or whatever) . words that are often used to express such as thanks and thank you so much.[53]

Gratitude of Expression Eisenstein and Bodman have defined gratitude as a kind of illocutionary act which a speaker perform based on the act done by the hearer in the past. This performed act has some benefits for the speaker and the speaker believes in this matter. Therefore, the speaker has the feeling of gratefulness or appreciation and expresses his or her feeling through an expression of thanking or

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[51]J. R. Searle. A classification of illocutionary acts. *Language in Society, (1976)* 5, 1-24. http://dx.doi.org/10.1017/S0047404500006837

[52] R.E. Nofsinger, *Everyday Conversation*. (Waveland Press, Prospect Heights, 1999) 29

[53] Dalilan, *Strategies In Expressing Thanking In English Realized By Indonesian Learners,* Indonesian Journal of E nglish Language Teaching Volume 8/Number 1Mei 1, 2012 // DOI: 10.25170/ijelt.v8i1.90

gratitude. [54]Kumar highlights the significance of expressions of gratitude in the following words: Expressions of gratitude in the normal day-to-day interactions between the members of a society seem obviously to fall in the category of the "social" use of language. [55]

2. **Type of gratitude expression**

   Expressions of gratitude and politeness are a major instrument the use of which keeps the bonds between the members of a society well-cemented and strong .Cheng taxonomy was based on 8 strategies for the expression of gratitude. The taxonomy of the expression of gratitude developed by Cheng is as follows:[56]

   1) Thanking

      One of the most commonly used speech acts is thanking.[57] Thanking is one of the major instruments which strengthen the bonds between the members of a society base on Farnia & Raja Suleimani.[58] This strategy is quite recognizable due to the presence of the word 'thank' in the gratitude expression .[59] Cheng divided the Thanking strategy into three sub-strategies:

      a. Thanking only by using the word "thank you" (e.g. Thanks a lot! Thank you very much!)

      b. Thanking by stating the favor (e.g. Thank you for your help and Thank you for your notice exemplify this sub- strategy)

[54] Eisenstein, and Bodman. *"I very appreciate": "Expressions of gratitude by native and nonnative speakers of American English". Applied Linguistic,* (1986). 167-185.

[55] I. Kumar, *Expressions of Politeness and Gratitude: Towards a General Theory.* (New Delhi: Munshiram Manoharlal Publishers, 2001).p.67

[56] Cheng, S. W., An Exploratory Cross-sectional Study ofInterlanguage Pragmatic Development of Expressions of Gratitude by Chinese Learners of English. (A doctoral dissertation: University of Iowa, 2005). http://ir.uiowa.edu/etd/104. p.114

[57] Reza Pishghadam and Sima Zarei , Expressions of Gratitude: A Case of EFL Learners https://doi.org/10.5539/res.v3n2p140

[58] Maryam Farnia and R. Suleiman, *An Interlanguage Pragmatic Study of Expressions of Gratitude by Iranian EFL Learners – A Pilot Study, https://www.semanticscholar.org/paper/An-Interlanguage-Pragmatic-Study-of-Expressions-of-Farnia-Suleiman/a071f74e12a12cb2bc1d99c36f484b1b60c2ff7e*

[59] Karin Aijmer. English discourse particles: Evidence from a corpus. Vol. 10. John Benjamins Publishing, 2002.

    c.   Thanking and mentioning the imposition caused by the favor (e.g. Thank you for helping me cleaning the room) [60]

2) Appreciation

Appreciation is a feeling or expression of admiration, approval, or gratitude .[61] Expressing appreciation is an important gesture of gratitude, especially for those who have impacted your life or helped you in a need. Cheng stated two ways of appreciation:

    a.   Using the word "appreciate" (e.g. I appreciate it!)

    b.   Using the word "appreciate" and meaning the imposition caused by the favor (e.g. I appreciate the time you spent for me)

3) Repayment

Repay is a verb meaning to pay back base on Webster. In another word, repay means give something in return. So, if someone does or gives something back in return for something received, they repay it.[62] Cheng stated three ways to expressing repayment:

    a.   Offering services, food… (e.g. Next time is my turn)

    b.   Feeling indebted (e.g. I owe you one)

    c.   Promising future self – improvement (e.g. It won't happen again)

4) Recognition of Imposition

By using this strategy, the thanker recognizes the imposition or the favor done to her to relieve the burden. According to Cheng recognition of imposition can be expressed in three ways:

    a.   By acknowledging the imposition (exemplified by statements such as I know you are not allowed to give me extra time)

    b.   Stating/ diminishing the need for the favor (e.g. You shouldn't do that)

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[60] S. W Cheng., An Exploratory Cross-sectional Study ofInterlanguage Pragmatic Development of Expressions of Gratitude by Chinese Learners of English. (A doctoral dissertation: University of Iowa, 2005). http://ir.uiowa.edu/etd/104. p.114

[61] Crysel, L. C., & Webster, G. D. Schadenfreude and the spread of political misfortune. PloS one, 13(9), e0201754. (2018).p.324

[62] Crysel, L. C., & Webster, G. D. Schadenfreude and the spread of political misfortune. PloS one, 13(9), e0201754. (2018).p.324

  c. Stating the need for the favor (e.g. I try not to ask for extra time, but this time I need it)

5) Apology

Apologizing expressions can be used to express thanking. Long points out that the reasoning behind using apology to express thanking has to do with "the speaker's recognition of a burden suffered by the hearer (i.e., the person who performed the act that serves as the object of gratitude)".[63] Cheng grouping appreciate in four ways:

  a. Using the apologizer words (e.g. I am sorry)

  b. Using apology by stating the favor (e.g. I am sorry for the problem I made)

  c. Expressing embarrassment (e.g. I feel embarrassment)

  d. Criticizing oneself (e.g. I am such a fool…)

6) Positive Feeling

Positive feelings are one of the important elements to have in your life to enjoy well-being and happiness. Expressing positive feeling or emotions to the other is believed can have an impact for that person too. The expression of positive feeling developed by Cheng is as follows:

  a. Expressing positive reaction to a person (e.g. You are a life saver!)

  b. Expressing positive feeling to action (e.g. This book was really helpful) [64]

7) Other

Expressions that do not belong to the above strategies are categorized as other strategies. There are four sub-categories under the other strategies:

  a. Here statement (e.g. Here you are)

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[63] C Long, C, "Apology in Japanese gratitude situations: the negotiation of interlocutor role relations". *Journal of Pragmatics,* 42, 1060-1075.(2010). P.356 http://dx.doi.org/10.1016/j.pragma.2009.09.005

[64] S. W Cheng., An Exploratory Cross-sectional Study ofInterlanguage Pragmatic Development of Expressions of Gratitude by Chinese Learners of English. (A doctoral dissertation: University of Iowa, 2005). http://ir.uiowa.edu/etd/104. p.114

      b.   Small talk (e.g. Your face is very familiar to me but I cant remember where I saw you) c. Leave – taking (e.g. Have a nice day!)

      c.   Joking (e.g. Don't forget to pay again next time!)

8) Attention Getter

In the thanking situations. Attention getter and address term are likely to occur in the same utterance. The alertes include:

      a.   Attention Getter (e.g. Hey, hi, well)

      b.   Title (e.g. Dr, Professor!, Sir!)

      c.   Name (e.g. John, Mary)[65]

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