

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about the introduction of the research. It consists of background of the research, setting of the research, limitation of the research, formulation of the research, purposes of the research, significance of the research. Finally, it discusses about definition of the key terms of the research.

#### **A. Background of the Research**

A language is a system of communication by using sounds or conventional symbols. Niati (2010) stated English is one of the languages, which functions as an instrument of international communication. English is accepted as the main international language because of wide usage and because of the large number of countries that trade to use English as a first language. Language not only acts as a communication tool, but can also make it easier for you to adapt to the environment and work.

It is through language that we are able to express ourselves and communicate to others. English language is important in today's world as it is an international language. According to Kasyulita (2015) English become more important in many fields, particularly in transferring science, technology, trades, politics, etc. Rahayu (2020) added as an international language, speaking in English is considered an individual asset to handle the highly competitive job market. For that reasons, it become a source of motivation for people to learn this language.

Humans cannot be separated from the need to interact in the community for their survival. Therefore, there is need supporting facilities, one of which is language. In this case language is defined as a systematic tool to convey ideas or feelings by using signs, sounds, cues or characteristics that are conventional and have meaning that are understood (Webster, 1981). From this definition it can be seen that language is a tool to express ideas or feelings. This means that the language functions as a communication tool used by humans to convey the purpose of the conversation to their listeners so as to allow collaboration with fellow citizens. The use of language can be found in all areas of life, among them to express gratitude.

The expression of thanking is one form of reality from activities that cannot be separated from language. Thank you is one sentence that feels light and sounds simple. Easy, but often feels heavy when I have to say it. Even though the words contain their own meaning, which is a high appreciation for those who say and receive these words. There are many reasons to say thank you. Thank you might be expressed to someone for giving a gift, helping, or making a huge impact on his life.

But on the other hand, the experts conclude that thanks was not only a response to someone who gives something but sometimes thank you note contains a positive response, subtle rejection, expression of excitement, ending the conversation or the hesitation in doing something depending on the user's context (Rubin: 1983, Hymes: 1972, Leech: 1993, Hornby: 1995). The use of

words of thanks that are related to the context of the user provides its own uniqueness in a community.

There are several cases of language use in students. In this case the researcher saw students often communicating with others and when they expressed their thanks, they did not know what the meaning of the thank you was. They do not understand what the expression of gratitude is related to language, culture and context. There are some examples the meaning of thanking expressions depends on the context of the situation. "Thank you = respect" for example in the sentence: "Thank you for lending us a place". The phrase was spoken in a very polite tone and spoken by people who have been helped to people who help. The second example, "Thank you = let's continue to spend your money here!". The meaning of thanks can appear in a greeting at shopping places or other rental places. Another example "Thank you = come please!". The meaning of thanks is in the invitation letter. Usually there is at the end (letter closing), thank you for your presence. You must come, there is no reason not to come. If possible, please bring a lot of gifts. The meanings of thanks above are directly related to their use both in written and oral variations.

Seeing the many interactions between the students, and among them also lack understanding of what the translation patterns are and how theories express gratitude, the researcher is interested in conducting research in fourth semester students of the English Study Program entitled "The Changing of Students Thanking Expressions at Fourth Semester Students of English Study Program of the University of Pasir Pengaraian".

## **B. Setting of the Research**

Based on the background above, the researcher saw students often communicating with others and when they expressed their thanks, they did not know what the meaning of the thanking expression. They did not understand what the expression of gratitude is related to the context. It was very interested to be discussed.

## **C. Limitation of the Research**

Based on the setting of the research above, the researcher tried to explain about speech acts, in this research, the researcher focused in analyze the meaning of students thanking expressions at English students.

## **D. Formulation of the Research**

Based on the limitation of the problem above, the researcher formulated the problem of the following question:

1. What are the kinds of Thanking Expressions used by Fourth semester students of English study program?
2. What is the meaning of thanking expressions used by fourth semester students of English study program?

## **E. Purpose of the Research**

There were two main purposes of this research, they were:

1. To find out kinds of thanking expressions used by fourth semester students of English study program.

2. To find out the meaning of thanking expressions used by fourth semester students of English study program.

#### **F. Significance of the Research**

The result of the research was expected to give some contributions for the students or university students, researcher, and reader.

1. Students.

The research findings are expected to enrich their knowledge about thanking expression. It can help students to understand the kinds and the meaning of thanking expression used by other students.

2. Next Researcher.

The research findings are expected can be used as references in conducting further studies about speech act especially the meaning of thanking expression.

3. Reader.

The research findings are expected can be reader to understand about thanking expression and also it can help some reader to understand its meaning.

#### **G. Definition of the Key Term**

1. Language

According to Webster (2003) language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

Language is the most important aspect in the life of all beings. We use language to express inner thoughts and emotions, to understand complex and abstract thought, to learn and communicate with others, to fulfill our wants and needs, and to set rules and maintain our culture.

## 2. Pragmatics

Mey (1993) mentioned that pragmatics is the science of language which people use in their real life for achieving their purposes. In pragmatics study the use of language associated with the context of its use. Limitation of pragmatics is rules of the use language about the form and the meaning which associated with the purpose of the speaker, the context, and the situation.

## 3. Speech Acts

Austin (1962) stated speech acts is performing a kind of action when they use language. Speech acts concern participants in the conversation, the form of delivering the message, the topic, and the context of the message.

## 4. Thanking

According to Leech, thanking coincides with a convivial, courteous or polite function (1983: 104). These objective involves keeping harmony between speaker and hearer which is reflected politeness and good manners.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of related literature is very important to discuss. This chapter is concerned with review of the related literature the study. It covers review of the related theories, review of related findings and conceptual framework.

#### **A. Review of the Related Theories**

##### 1. The Nature of Language

##### 1.1. The Definition of Language

Language is the main communication tool that started it all. Wardaugh (1972:3) stated language as a system of vocal symbols used for human communication. Language can be used to convey information, opinions and speeches. In addition, in building one's mental growth, conducive communication and environmental conditions are needed. This proves that language is one of the main communication media for personal growth. Through language, abilities, culture, and someone can be easily seen because actually the language is one's identity. Language can make everyone different from the others.

Pei and Gaynor (1975: 119) said language is a system of communication with sound, that is, through the organs of speech and listening, among humans of certain groups or communities, using sound symbols that have arbitrary conventional meanings. Understanding that language as a communication with sound, it is also supported by a sociolinguist named W.N. Francis (1958:13), he stated language as an arbitrary system of articulated sound made use by a group of

humans as a means of carrying on the affairs of their society. It means that language is a symbol that is created from humans, and it is used by humans themselves to communicate in their lives. Language functions as a means of parading people in their communities, from small communities such as families, to large communities such as the state. Without language, it is impossible for harmonious interaction between humans, it is inconceivable how the form of social activities between people without language.

Another definition of language, among others, we can get from Finochiaro (1974:3). Although it is not too different from the resolution above, it includes language as a form of culture. He stated that Language is an arbitrary system, vocal fiddle that allows all people in a particular culture, or others who have studied the cultural system, to communicate or interact. Language becomes a cultural symbol or often also considered as a product of culture, because as a sign system, language contains cultural values. Humans are able to recognize and distinguish from each other more or less through the process of observation of the use of language. From a psychological point of view, because the language of a structured symbol system, language can be used as a means of thinking, pondering, and even to question everything.

By looking at the set of definitions about language above, it can be concluded that there are quite a lot and varied definitions about language that we can meet. That variation is natural because their scientific perspectives are also different. Even so, the variation lies in its emphasis, but its nature is the same.



Some emphasize language on the function of communication, some prioritize language as a system, other position language as a tool.

## 1.2. Components of Language

Language has many advantages compared to other communication tools, including language that has a lot of vocabulary that makes it easy to describe something, can be done quickly and spontaneously, and has fewer possibilities for misinterpretation than other communication tools. According to Rahayu (2015) learning a language means using it in communicational in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. Language is a very important aspect in human life. Without language, human development will be slow, because language is related to communication and communication is related to the spread of types of information.

When learning about communication models, we must not ignore factors that affect communication, namely language skills. Therefore, we need to pay attention to one important part of language, namely the components of language. There are five components of language: 1) Phonology, (the sound system of language) rules governing the distribution and sequence of phonemes in a language. While phoneme are the smallest units of sound in a language that can be combined with certain rules to form language units known as words. Each language has specific sounds or sounds and combinations of sounds that are characteristic of that language. Phonology divided into two kinds are phonetics and phonemics. 2) Morphology, (the way word structures change) is the study about the form of word and the function of the change in the form of that word. 3)

Syntax, is a component of language in the context of communication derived from Greek namely *suntattein* which has the meaning of regulating together. Whereas with regard to language, syntax is a branch of linguistics that governs the internal structure of sentences, for example phrases, clauses, and sentences. 4) Semantics, is the rules that organize the relationship between language and object, occurrence and relationship of word, along with combination of the word. It can interpreted as the meaning. 5) Pragmatics, study about the context and the meaning. Pragmatics also study about how delivery the meaning it is not only rely on the knowledge of linguistics (grammar, lexicon, etc.) from the speaker and the listener, but also from the context of narrative, knowledge about the status of the parties involved in the conversation, mean implied from the speaker.

## 2. The Nature of Pragmatics

### 2.1. Definition of Pragmatics

Mey (1993:42) considers pragmatics as the study of human language uses' condition, which has a close relationship with the context of society. It means pragmatics study the use of language associated with the context of its use. Limitation of pragmatics is rules of the use language about the form and the meaning which associated with the purpose of the speaker, the context, and the situation. In conclusion, pragmatics are the study of the meaning of speech in related languages with a context that involves how a speaker produces an words to convey their intentions and how listeners interpret them.

According to Verhaar (1996:14) pragmatics is a branch of linguistics which studied about the structure of language as a tool of communication between the speaker and the hearer and as a reference the symbol of language in the extralingual things discussed. Purwo (1990:16) also define pragmatics as a study about utterance used meaning that attached with the context.

Based on the study about pragmatics above, it can concluded about the limitation of pragmatics. Pragmatics is a study about how can the context influence the speaker and the hearer in interpret the sentence or analyze the meaning that related to speech situation.

## 2.2. The Scopes of Pragmatics

Pragmatics is one of linguistics branches, pragmatics covers several scopes, there are deixis, implicature, presupposition, and speech acts.

First, Deixis, Parera (2001:30) said that deixis is a word or a phrase that connect the utterance directly into a place, time, people or persona. It means that the deixical words have a different and changing reference depend on who is the speaker, what is the time, and where is the utterance take place. For example, a slogan "*Pay today, free tomorrow*". In these sentence, when what is meant by today and tomorrow is unclear because the slogan was displayed everyday in a cafeteria.

Second, Implicature, according to Brown and Yule (1983:1) implicature used into account what is suggested or what is the meaning of the speaker was a different things from what is literally stated. Implicature is implied meaning or

message in verbal expression or written expression. In the other word, implicature is an indirectly expression which the meaning is not reflected in the vocabulary literally. For example, “*He is come from Medan, so he is brave*”. In these sentence, the speaker indirectly stated that a characteristic (brave) it because the other characteristic (come from Medan), but the form of expression that used conventionally implicated that such a relationship exists. If the individual is meant by Medan people and not brave, means the implicature is wrong but the speech is correct.

Third, Presupposition, Yule (2006:43) defines presupposition is something that assumes of the speaker before produced an utterance. It concluded that presupposition is an initial assumption before making a speech that what will be conveyed is also understood by the listener. Example,

*A : I bought Mr. Udin's book yesterday*

*B : You got 30 percent off right?*

The conversation above showed that before making a speech, A assumed that B knew this intention, that there was a book written by Mr. Udin.

Fourth, Speech acts, Austin (1960:52) stated that speech acts refers to an utterance and also the total situation in which the utterance is issued. Therefore, speech acts depends on the context when the speaker making a speech. The speech can only be understood in relation to the activities that are the context and place where the speech takes place. For example, when the speaker said, “*what do you want to eat?*” the speaker does not merely ask for certain answer, the speaker also acts on something that is to offer lunch.

### 3. The Nature of Speech Acts

An utterance does not only have an explicit meaning but also an implicit meaning. From there emerged the theory of speech acts. Donal (2015) explained recognizing the speech act that is being performed in the production of an utterance is important because speech act that to extent tells what the speaker intends someone to do with the propositional content of what he says. From the definition above, the implicit meaning can be known from the actions taken by a person when he speaks it is called speech acts.

According to Austin (1965: 94) speech acts is "by saying something, we do something". Austin defines speech acts as fragments of speech produced as part of social interaction. Saying something is doing something, and language or speech can be used to make events. Austin asserted that speech acts are related to speech analysis in relation to the behavior of speakers of a language with the speaker. This speech act is a communication activity (locutionary act) which contains the intention to be conveyed while speaking (illocutionary act) and the effect desired by the speaker (perlocutionary act).

Locutionary act is speech act used to state something. For instance, tree has leaves. The speech acts committed by the speaker related to the act in relation to something by saying something (an act of saying something) such as deciding, praying, blessing and demanding.

Illocutionary act defined speech that function to say or inform something also can used to do something. On the other word, speech act that do of the speaker related with deeds of relationship by stating something. Illocutionary

speech acts are related to the values in the proposition. For example, "I can't come". This sentence by someone to a friend who has just carried out his son's wedding reception, not only serves to state something, but also to do something that is to apologize for not coming.

Perlocutionary act, is actions carried out by saying something, making others believe in something by urging others to do something, etc. or influence other people (perlocutionary speech act) For example: *That place is far away*. It contains the message '*Don't go there!*' (In the minds of the partners there is a decision) "*I will not go there.*"

Meanwhile according to Chaer and Agustina (2004), speech acts are individual phenomena that are psychological in nature and their survival is determined by the ability of the speaker's language to deal with certain situations by paying attention to the meanings and meanings of the speech. This speech act emphasizes the meaning or meaning of the action in a speech. Therefore, in every speech event there is a series of speech acts that are organized to achieve a certain goal. Speech acts can take the form of statements, orders, or statements.

#### 4. The Nature of Thanking Expressions

Thanking expression is a part of speech acts. Expressive speech act primarily focuses on representing the speakers' feelings. Okamoto & Robinson (1997: 412) said the expressions of thanking are diverse and that their choice is conditioned not only by the relationship between the interlocutors, but also by the characteristics of the hearer's action, particularly the weight of imposition of the action on the hearer: the amount of effort, time, money, etc. demanded by the

action. In the same way, Eiseinstein and Bodman (1986) point that thanking phrases are often preceded by or followed by other strategies or speech acts such as apologizing, requesting, promising, etc. depending on the context. Two statements above explained that there was a strategy in expressing thanking expressions and also followed by actions from both the speaker and the listener.

Searle (1969: 65) also refers to the positive aspects of thanks, he define as an illocutionary act produced by the speaker as a reaction to past actions performed by a listener that is considered useful by the speaker. Therefore, expressions of gratitude, such as complaints and apologies, are retrospective or post-event actions, because they refer to the past or ongoing action. Regardless of its retrospective or reactive nature, thanking can also be characterized as a speech act that falls under the category of expressive action, which has an illocutionary point, can be formulated in the following way: "to express a psychological state determined in conditions of sincerity about the state of affairs specified in propositional content" (Searle 1975: 12).

Apte (1974) examines expressions of gratitude in American culture. He concluded that Americans expressed their appreciation for all types of assistance, gifts, and praise in various situations. Expressions include words of thanks, as in many thanks, thank you, and thank you very much. Meanwhile, Hinkel (1994) also explores cultural differences in attitudes toward an act of thanks. Learners of the target language expect to encounter different strategies in the thanking behavior in their interactions with each other.

As a result, thanking is included in the expressive type speech act that expresses the attitude or psychological state of the speaker as joy, sadness, and likes / dislikes. Thanking someone means, just say, saying that someone feels something good about him because of something someone good has done it for her" Expressing acts of thanks can be complicated and long including other speech acts such as asking, praising, promising, and another strategy. The act of thanks is very often preceded by others speech acts and also followed by others.

#### **A. Strategies of Thanking Expressions**

There are 8 thanking strategies taxonomy by Cheng (2005)

**Table 2.1**

***Thanking Strategies Taxonomy***

<b>Kinds of Thanking Strategies</b>	<b>Function</b>	<b>Example</b>
<b>Thanking</b>	By using the word "thank you"	Thank you.
		Thanks.
		Thank you very much.
	By thanking and stating the favor	Thank you for your help.
		Thanks for letting me borrow your notes.
	By thanking and mentioning the imposition caused by the favor	Thank you so much for letting me borrow it those extra days.



Appreciation	By using the word <i>appreciate</i>	I appreciate it!
		I greatly appreciate your help
	By using the word <i>appreciate</i> and mentioning the imposition caused by the favor	I appreciate the time you spent for me.
		I really appreciate your time and effort.
		I really appreciate that you could do this for me on such short notice.
Positive feelings	By expressing a positive reaction to the favor giver (hearer)	You are a life saver!
		I am so grateful for your help.
	By expressing a positive reaction to the object of the favor	This book was really helpful!
	By expressing a positive reaction to the outcome of the favor	I'll keep you posted on what happens.
Apology	Using only apologizing words <i>sorry</i> or <i>apologize</i>	I'm sorry
	Using apologizing words and stating the favor or	I'm sorry for the problem I made!

	the fact	
	Criticizing or blaming oneself	I'm such a fool!
	Expressing embarrassment	It's so embarrassing!
Recognition of imposition	By acknowledging the imposition	I know you didn't have to allow me extra time!
	By stating the need for the favor	I really wanted to do my best on this, and this week has been so hectic.
		I usually try not to ask for extra time, but this time I need it.
	By diminishing the need for the favor	You did not have to do that.
Repayment	By offering or promising service, money, food or goods	Can I buy you dinner and a beer for this?
		Please let me pay for the postage.
	By indicating indebtedness	I owe you one. I owe you big time.
	By promising future self-	It won't happen again.

	restraint or self-improvement	
Others	Here statement: This statement is often used when giving something to someone.	Here's your book. Here you go.
	Small talk: This strategy is used to establish or enhance a social bound with the interlocutor.	Your face is very familiar to me but I can't remember where I saw you. What do you study?
	Leave-taking	Have a nice day!
	Joking	Don't forget to pay again next time!
Alerters	Attention getter	Hey, Hi, Well
	Title	Mr., Dr., Professor! Sir!
	Name	John, Mary, Smith, dude, buddy, honey, man

From the review of related theories above, we can see the strategies of thanking expressions are closely related to speech community. For that reason, this research shows that reference of speech community to explain the meaning of thanking expression in their communication. After discussing some theories which are related to thanking expression the researcher use the strategies by

Cheng based on the scope of thanking expression, there are thanking, appreciation, positive feelings, apology, recognition of imposition, repayment, etc.

## **B. Review of Related Findings**

The researcher was found some of research that almost same like this thesis. Additionally, the researcher was accumulated to espouse this research. Concerning the research are following:

First research was conducted by Siti Kustini (2016) “*A Pragmatic Analysis of Thanking Strategies Among Indonesian Efl Learners Based on Social Status and Social Distance*”. This study attempts to investigate thanking strategies used by Indonesian EFL learners based on contextual factors i.e. social status and social distance. The participants were 50 semester three students studying English for Business at a state polytechnic in Bandung. The participants were both male and female, aging from 19-20 years old. Data were collected via a Discourse Completion Task (DCT) adopted from Cheng (2005) and analyzed using thanking strategy taxonomy proposed by the same author. The DCT consisted of ten different scenarios describing the most common situations that students may encounter in their college life. The results of this study indicated that the most preferred thanking strategies used by Indonesian EFL learners were thanking, alerters (i.e., title) and positive feelings. In terms of social status and social distance, the findings revealed that thanking and apology strategies were the most used strategies in equal-status with low-familiarity situations. In situations within which learners shared equal-status with high-familiarity, the most strategies employed were thanking and positive feelings. Regarding thanking strategies used in low-status with low-familiarity situations, thanking and repayment strategies seemed to be the most preferred ones.

Second research was conducted by Dalilan (2012) "*Strategies in Expressing Thanking in English Realized by Indonesian Learners*". This study describes the gratitude strategies realized by Indonesian EFL learners in responding to different situations. Data were collected from 17 undergraduate students of English study program of Education Faculty of Atmajaya Catholic University Jakarta by using (O'Keeffe et.al, 2011) Discourse Completion Tests. This study revealed that the gratitude strategies employed by the participants of this study ranged from simple, brief thankings to lengthy, complex thankings. All participants produced mixed speech act sets of thanking in the following conditions: a) social status (between a vice-president and a newly hired personnel, b) indebtedness (because of money loan and meal treat), and c) breaking promise. On the other hand, in informal contexts, such as between friends and the setting of public area, the participants tended to use simple or brief thanking.

Third research was conducted by Francisco Javier Diaz Perez (2005) "*The Speech Act of Thanking in English Differences between Native and Non-native Speakers' Behaviour*". The main purpose of this article involves the analysis of certain aspects of the speech act of thanking in English both as a native and as foreign language. Those aspects include the selection of the strategy used in the expression of gratitude and the use of external modifiers. Expressions of gratitude in Spanish, the mother tongue of the English non-native speakers, were also considered for the sake of comparison. The data for this study were collected by means of a discourse completion task (DCT), which was administered among 225 informants. The main difference between the expressions of gratitude produced by

English native speakers and those produced by English non-native speakers was related to the use of colloquial strategies. The results of this study suggest the importance of paying attention to pragmatic aspects in the class of English as foreign language.

Fourth research was conducted by Reza Pishghadam (2011) "*Expressions of Gratitude: A Case of EFL Learners*". This study investigates the strategies Iranian English learners employ for expressing gratitude in different situations. To this end, 180 students from the English language institutes and universities in Mashhad were asked to take an open-ended Discourse Completion Task. The results showed that Iranian learners feel obliged to show gratitude to others in every form possible for the favor they receive, and they use mainly thanking and positive feeling strategies. The findings of Chi-square test also suggested that female Persian speakers use gratitude strategies more often than male ones. Finally, the results were discussed in the context of foreign language learning.

And the last research was conducted by Xuebo Chui (2012) "*A Cross-linguistic Study on Expressions of Gratitude by Native and Non-native English Speakers*". This paper attempts to investigate whether advanced ESL and EFL learners are able to express gratitude appropriately in different situations and whether there exists any difference in expressing gratitude among speakers from various language and cultural background. The participant in this study were ten 6 native-English speakers who were born and raised in the United States, and ten 10 Filipinos who were ESL learners, and 28 EFL learners with Chinese, Korean, Indonesian, and Japanese background who have lived in the Philippines at least

one year. The written data from native and non-native speakers were coded and analyzed. It is concluded by the result of the study that native speakers' expression of gratitude is appropriately a speech act set. On the other hand, non-native speakers' data showed that advanced-level non-native learners of English, to some extent, have difficulty in expressing gratitude successfully. The reason of the failure is fully discussed in this study.

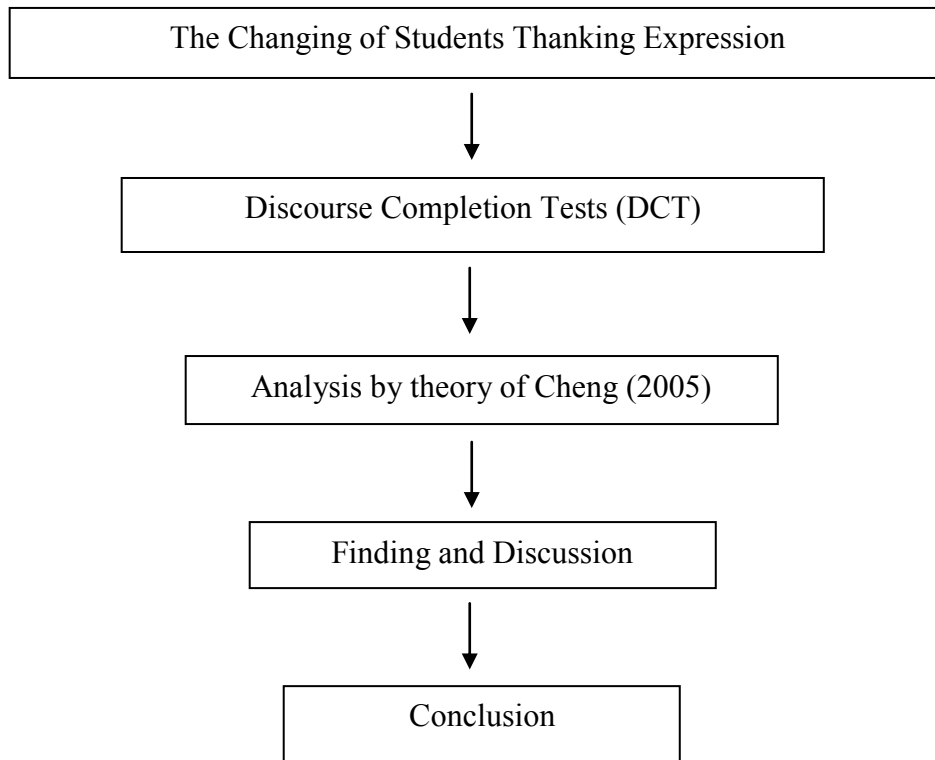
Based on some of the thesis above, in this research, it is different from the previous researches above. It told about the changing of students thanking expression at fourth semester students of English study program.

### **C. Conceptual Framework**

Conceptual framework was a selected concept by the researcher towards the problem which wants to be researched and make effort in a certain direction to the purpose of the research. The following figure described conceptual framework of the research. From the figure of the conceptual below, the purpose of this research was to found out the kinds of students thanking expression and the meaning of thanking expression used by English students. Related to the thanking expression found the data of the research, the researcher analyzed it based on Cheng (2005). Then the researcher analyzed based on the changing of thanking expression used by English students.

*Figure 2.1*

*Conceptual Framework of the Research*



From the conceptual framework above, the researcher wanted to analyze the changing of students thanking expressions in their daily conversations. Related to the thanking expressions found the data of the research, the researcher analyzed it based on Cheng (2005). Then the researcher analyzed based on the finding of thanking expressions used by English teacher in the daily conversation.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses about the research methodology. It is consist of research design, setting of the research, population and sample, instrument of the research, procedure of the research, technique of collecting the data, and technique of analyzing of the data.

#### **A. Research Design**

The researcher was designed a descriptive qualitative. Eripuddin (2017) stated descriptive qualitative method that allows the researcher to describe a phenomenon by presenting the facts in rich detail without attempting to interpret them. Qualitative research involves asking participants about their experiences of things that happen in their lives. It enables the researcher to obtain insights into what it feels like to be another person and to understand the world as another experiences it.

Qualitative design with a descriptive study approach used in this research, such as stated by Sugiyono (2012:3) qualitative design to get in-depth data, a data which contains meaning. Qualitative design significantly can affect the research substance. It means that the research design provide the nature of the relationship between the researcher and informant, object and subject of the research directly.

Therefore, the researcher used descriptive qualitative design which the data were collected, classified, and analyzed the data in the form of discourse completion test. The data was in the form of questionnaire which later was

analyzed descriptively based on the kinds and the meaning of thanking expressions.

### **B. Setting of the Research**

Setting of this research was University of Pasir Pengaraian. It was located on Tuanku Tambusai St., Pasir Pengaraian, Rokan Hulu regency.

### **C. Population and Sample**

Every research deals with the problem of data sources called population and sample. Population is a region of generalization consisting of object or subject which has certain qualities and characteristics determined by researcher to be studied and then drawn the conclusions (Sugiyono, 2013:80). Population could be the societies in the certain areas, the employees in the certain organizations, teachers and students in the school, etc. The population in this research was fourth semester students of English study program of university of pasir pengaraian in academic year 2019/2020.

**Table 3.1**

#### ***Population of the Research***

No	Class	Number of Students
1	Class A (Regular Class)	24
2	Class B (Non-regular Class)	6
	Total of the students	30

According to Sugiyono (2013:81) sample is a part of the number and characteristics possessed by the population. If the population is large, and the researcher may not learn everything in the population, for example limited funds, manpower and time, then the researcher can use samples drawn from the

population. In this research, the researcher use total sampling. There were 30 samples in this research. But the researcher only got 11 students because the campus was closed because of COVID-19.

#### **D. Instrument of the Research**

In this research, the researcher needed a supporting instrument to collect the data. Therefore, the researcher used discourse completion test (DCT). The students were given some descriptions of situations and asked to elicit what they think they would say in a given situation (O’Keeffe et. al, 2011). This test first proposed by Blum-Kulka in 1982 to investigate manifestation of the speech acts of the speakers are original and non-original about Ibrani and it had been developed and used in some studies for example requesting, apologizing, suggesting, rejecting, and thanking.

The students were faced with situations and roles that are different from their real lives and will be a limitation for them to fill in the DCT. According to Aziz (2000:49) several advantages of using DCT, one of which is in the efficiency of time and effort by which a very large corpus can be collected. Because of the questions were prepared in the form of the DCT to the students’ daily conversation. In this research, the samples were given 10 illustrations of situation with different context and then the participants gave responses showing the expression of thanking and possible set of thanking speech acts they may think to write for each situation. The situations are adopted from Dalilan (2012).

### **E. Technique of Collecting the Data**

The data of this study were the students' written responses collected by using the Discourse completion task (DCT). DCT is a type of language questionnaire whereby participants are given descriptions of situations and asked to elicit what they would say in a given situation (O'Keeffe et. al, 2011). In this study, the DCTs made the participants respond with thanking expressions as much as or as little as they wish. The participants were given 10 situations of different context and they were instructed to write responses showing the expression of thanking and possible sets of thanking speech acts they may think to write for each situation. Each situation has different contexts or event settings in which participants themselves often involve in the context settings in their daily life. In other words, participants faced daily experience of all situations depicted in the DCT. The data was collected at fourth semester students of English study program.

### **F. Technique of Analyzing the Data**

After the data were collected, the students' responses to the DCT were analyzed in the following steps: firstly, the researcher read the students' had written responses carefully. Secondly, the researcher coded that the written responded to determine the kinds of thanking strategies used by the students. Then, the researcher analyzed the meaning of thanking expressions had written by the students. Lastly, the researcher presented the data that have speech act sets and those that did not have speech act sets.

The data from the sample was analyzed by using formula by Sugiyono (2009):

$$X = \frac{f}{N} \times 100\%$$

X = Result

*f* = Frequency of research result

N = Total all observe

(Sugiyono, 2009)