

**POLITENESS AND IDENTITY REFLECTION ON THESES
ACKNOWLEDGMENT OF UNDER GRADUATE STUDENTS**

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

in partial fulfillment of the requirement

for the Degree of *Sarjana Sastra*

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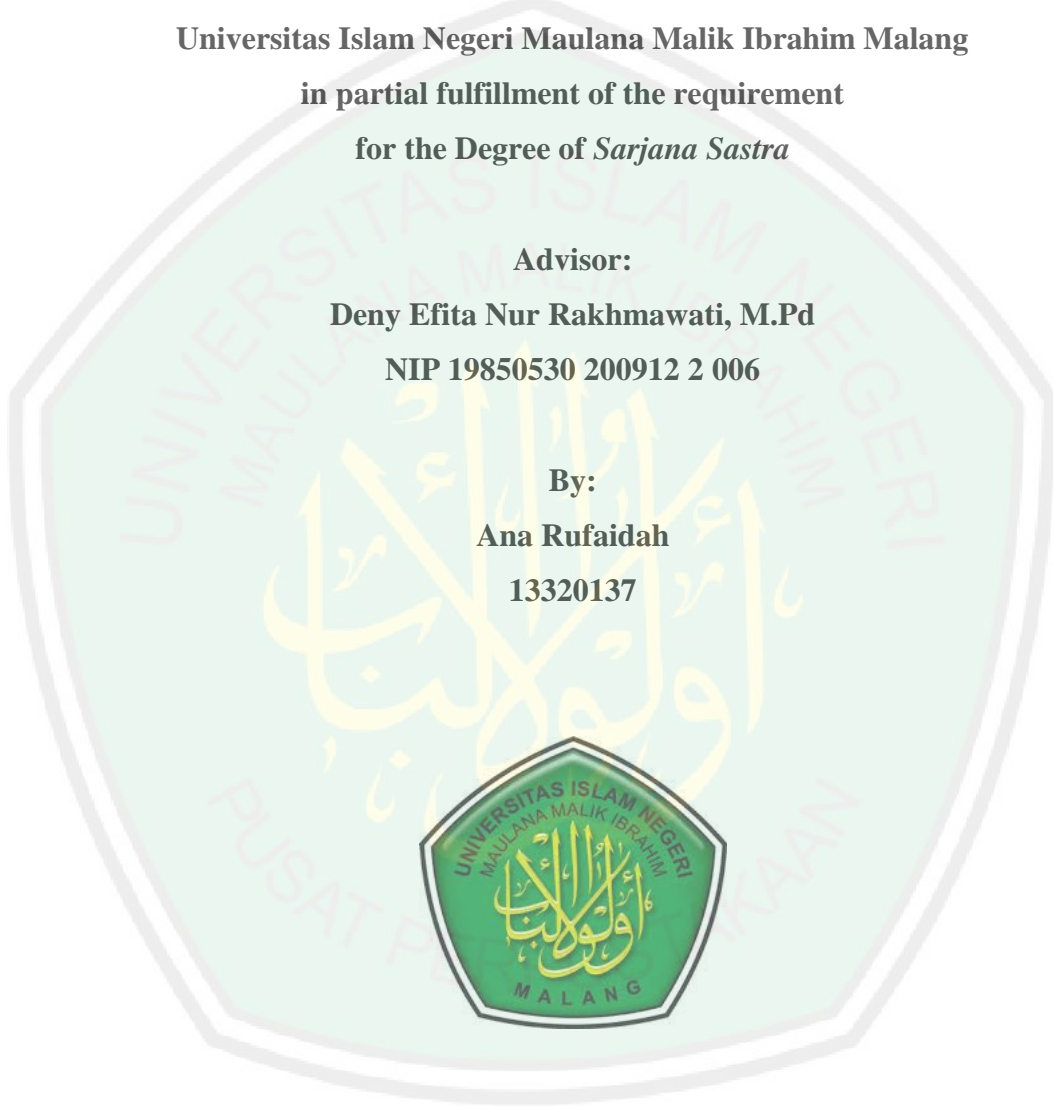
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2017

STATEMENT OF ACADEMIC INTEGRITY

I, Ana Rufaidah, as the writer of the thesis entitled "*Politeness and Identity Reflection on Theses Acknowledgment of Undergraduate Students*" pronounce that this thesis is originally my work. It does not include any works which have been previously submitted at any higher education institutions, and to the best of my knowledge, this thesis does not include any works or opinions that have been previously written or published by any authors, except for those which are referenced in the text and listed in the bibliography. Thereby, I am highly responsible to the novelty of my thesis.

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APPROVAL SHEET

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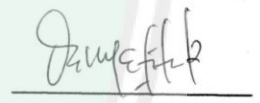
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

(Indeed, with hardship (will be) ease)

Q.S 94:6

خَيْرَ النَّاسِ أَنْفَعُهُم لِلنَّاسِ

*Sebaik-baik manusia diantaramu adalah
yang paling banyak memberi manfaat bagi
orang lain. (HR.Bukhari Muslim)*



DEDICATION

I proudly dedicate this thesis to my heroes and number one supporting system, my parents, (alm) Rosul Nawawi and Mu'azizah. My greatest gratitude is sincerely dedicated to them who love and support me as always.



ACKNOWLEDGMENT

First of all, I would like to deliver my sincerest gratitude to the Great Almighty, Allah, who blesses me as always. All praises and thanks are due to the one and only God in this universe. Sholawat and salam is also included to the best model in this world, prophet Muhammad p.b.u.h. He is the chosen one who guided us to better ways and be a great agent of moslem.

This thesis would not be accomplished without any support, contribution, advice and critique from influential people. Therefore, I would like to dedicate and express my sincerest gratitude to all those people who guided and supported me during finishing this thesis and my study.

First of all, I would like to deliver my deep gratitude to my number one supporting system, my mother and father. Thank you for supporting, motivating and letting me to study and achieve my dreams step by step. I am nobody without you. My thankfulness is also dedicated to my family, especially my sister and brother. Thanks for the support.

Secondly, I would like to express my gratitude to my advisor, Deny Efitia Nur Rakhmawati, M.Pd. who give constructive, critical and valuable feedback so that I can accomplish and improving my thesis into a better work. My great gratitude is also granted my academic supervisor, Ibu Vita, who guided and adviced me since I was in the first semester. Gratitude is also delivered to the Dean of Faculty, Head of department, staffs of BAK and all the lectures who have taught me great lessons and improved my knowledge.

My gratitude is also immensely dedicated to my friends in English department. Thank you for being my inspiration, academic partner, and great buddy. I also express my big thanks to my awesome squad in senior and junior high school.

Lastly, I extend my great thank to all those who have inspired, supported, helped me in my life.

Malang, 12 July 2017

The researcher



ABSTRACT

Rufaidah, Ana. 2017. *Politeness and Identity Reflection on Theses Acknowledgment of Undergraduate Students*. Thesis, Faculty of Humanities, English Letters and Language Department, Universitas Islam Negeri Maulana Malik Ibrahim.
Advisor: Deny Efita Nur Rakhmawati, M.Pd.

Keywords: Politeness, Identity Reflection, Theses Acknowledgment, Undergraduate students

This research is aimed to identify the politeness and identity reflection on theses acknowledgment of undergraduate students of Maulana Malik Ibrahim State Islamic University of Malang. To investigate the politeness on theses acknowledgment, the researcher applies the concept of rapport management model proposed by Spencer-Oatey (2008). To analyze the identity reflection on theses acknowledgement, the current research applies the concept of identity proposed by Stryker and his colleagues (e.g. Stryker, 1980; Serpe & Stryker, 1987) and Gee's (1997).

This research applies the descriptive qualitative method, in which the intended result of the research is the brief analysis of description of the politeness and the identity reflection on the theses acknowledgment written by undergraduate students of Maulana Malik Ibrahim State Islamic University of Malang.

From the analysis and findings, it can be resulted that the writers of acknowledgment tend to apply the model of management of interactional goals and face dominantly. While the use of management of sociality rights and obligation is less than the other two models. This model indicates the social relationship and role position between the writers and the parties mentioned in theses acknowledgment.

On the other hand, the self identity reflected through management of interactional goals dominantly uses affective commitment. The self identity of the writers is more salient since they show the emotional investment. Similar to management of interactional goals, the identity reflection of the writers of acknowledgment who apply management of face is also mostly based on affective commitment. However, compared to previous model, the identity reflection is more emotional since it is related to respect, honor, status, reputation and competence. While the identity reflection applying the management of sociality rights and obligations is identified as interactional commitment. It is more focusing on the extensiveness of the interaction.

ABSTRAKSI

Rufaidah, Ana. 2017. *Kesantunan dan Refleksi Identitas pada Persembahan Skripsi Mahasiswa Sarjana*. Skripsi, Bahasa dan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim.
Pembimbing: Deny Efiti Nur Rakhmawati, M.Pd.

Kata Kunci: Kesantunan, Refleksi Identitas, Persembahan Skripsi, Mahasiswa Sarjana.

Penelitian ini bertujuan untuk mengetahui kesantunan dan refleksi identitas diri pada bagian persembahan skripsi mahasiswa sarjana Universitas Islam Negeri Maulana Malik Ibrahim Malang. Untuk mengetahui kesopanan pada bagian persembahan skripsi ini, peneliti menerapkan konsep model pengelolaan hubungan sosial yang diajukan oleh Spencer-Oatey (2008). Untuk menganalisis refleksi identitas pada persembahan skripsi, penelitian ini menggunakan konsep identitas yang diajukan oleh Stryker dan rekan-rekannya (Stryker, 1980; Serpe & Stryker, 1987) dan Gee's (1997).

Penelitian ini menggunakan metode deskriptif kualitatif, dimana hasil yang diharapkan dari penelitian ini adalah analisis singkat deskripsi kesantunan dan refleksi identitas pada persembahan skripsi yang ditulis oleh mahasiswa sarjana Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dari hasil analisis dan temuan, hal tersebut dapat dihasilkan bahwa penulis persembahan skripsi cenderung menerapkan model pengelolaan tujuan – tujuan interaksional dan penelolaan muka secara dominan. Sedangkan penggunaan pengelolaan hak-hak dan kewajiban sosial lebih sedikit daripada dua model lainnya. Model ini mengindikasikan hubungan sosial dan posisi peran antara penulis dan pihak-pihak yang disebutkan dalam persembahan skripsi.

Di sisi lain, identitas diri yang tercermin melalui pengelolaan tujuan-tujuan interasional secara dominan menggunakan komitmen afektif. Identitas diri para penulis lebih menonjol karena menunjukkan investasi emosional. Serupa dengan pengelolaan tujuan-tujuan interaksional, refleksi identitas para penulis persembahan sripsi yang menerapkan manajemen penelolan muka juga sebagian besar didasarkan pada komitmen afektif. Namun, dibandingkan model sebelumnya, refleksi identitas lebih emosional karena berkaitan dengan rasa hormat, kehormatan, status, reputasi dan kompetensi. Sementara refleksi identitas yang menerapkan pengelolaan hak-hak dan kewajiban sosial diidentifikasi sebagai komitmen interaksi. Hal ini lebih memusatkan perhatian pada ekstensivitas interaksi.

الملخص

رفيد، أنا. 2017. المؤدب والتبصر في التعرف على الشخصية من أطروحة البكالوريوس. أطروحة، قسم اللغة الإنجليزية وآدابها، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق.

المشرفة : دني إيفيتا نور الرحموات الماجستير.

الكلمات الرئيسية: المؤدب، والتبصر، والاعتراف بأطروحة الشخصية، وطلاب الجامعة.

يهدف هذا البحث إلى معرفة شخصية التبصر الذاتي والمؤدب من جانب الاعتراف بالأطروحة الجامعية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق. ولمعرفة المؤدب في اعتراف هذه الأطروحة، لذلك طبقت الباحثة مفهوم نموذج إدارة العلاقات الاجتماعية الذي اقترحه سبنسر - لأي (Spenser-Oatey) (2008). وتحليل التبصر في الاعتراف بأطروحة الشخصية. يستخدم هذا البحث مفهوم الشخصية الذي قدمه سترايكر وزملاءه (سترايكر، 1980؛ سريو سترايكر، 1987) و جي (1997).

تستخدم الباحثة بحثًا وصفيًا، حيث النتائج المتوقعة من هذا البحث هو تحليل وصف موجز للتأدب والتبصر في أطروحة التعرف على الشخصية التي كتبها طلاب البكالوريوس في جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق.

ومن نتائج التحليل، يمكن التوصل إلى أن أطروحة الاعتراف بالمؤلف تميل إلى تطبيق نموذج الإدارة الموضوعية والترابط وإدارة الوجهة المتقدمة في الغالب. في حين أن استخدام الحقوق الإدارية والتزام الاجتماعي أقل من النموذجين الآخرين. ويشير هذا النموذج إلى دور وموقف العلاقات الاجتماعية بين صاحب البلاغ والطرفين المسميين اعترافًا بالأطروحة.

ومن ناحية أخرى، فإن الشخصية التي تتجلى من خلال إدارة الأهداف الدولية تستخدم في الغالب التزام العاطفي. شخصية المؤلفين أنفسهم أكثر إظهارًا لأنهم يظهرون الاستثمار العاطفي. وعلى غرار الأهداف المشتركة بين الإدارات، وانعكاس الاعتراف بالشخصية وتطبيق الكتاب بالأطروحة على الإدارة مستند إلى إدارة السلفة وإلى حد كبير أيضا إلى التزام العاطفي. ومع ذلك، مقارنة النموذج السابق، وهو انعكاس الشخصية أكثر عاطفية لأنها تتعلق بالاحترام، والشرف،

والمركز، والسمعة والكفاءة. وإن كان تبصر الشخصية يطبق التزامات الحقوق والتزامات الإدارية المحددة تفاعلا اجتماعيا وهو أكثر تركيزا على فائق التفاعلات.



TABLE OF CONTENTS

THESIS COVER	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
STATEMENT OF ACADEMIC INTEGRITY	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix-xii
TABLE OF CONTENTS	xiii
CHAPTER I: INTRODUCTION	
1.1 Background of the Research	1
1.2 Problem of the Research	6
1.3 Objective of the Study.....	6
1.4 Significances of the Study.....	7
1.5 Scope and Limitation	7
1.6 Definition of the Key Terms	8
1.7 Research Method	
1.7.1 Research Design.....	9
1.7.2 Data Source	10
1.7.3 Research Instrument.....	11
1.7.4 Data Collection.....	11
1.7.5 Data Analysis	12
CHAPTER II: REVIEW OF RELATED LITERATURE	
2.1 The Concept of Acknowledgment	14
2.2 Politeness Concept	16
2.2.1 Spencer-Oatey’s Rapport Management Model.....	16
2.3 Identity Theory.....	19
2.4 Previous Study	23
CHAPTER III: FINDING AND DISCUSSION	
3.1 Findings.....	26
3.2 Discussion	82
CHAPTER IV: CONCLUSION AND SUGGESTION	
4.1 Conclusion	91
4.2 Suggestion.....	93
BIBLIOGRAPHY	
APPENDIXES	

CHAPTER I

INTRODUCTION

This chapter presents background of the research, statements of the problem, objectives of the research, scope and limitation, significances of the research, and definitions of the key terms. The researcher also provides the research method. It consists of research design, research subject, research instrument, data source, data collection and data analysis.

1.1 Background of the Research

As we know that acknowledgments are the sections of the academic papers where the authors gain an opportunity to express their indebtedness, gratitude and or appreciation to the ones supported them intellectually morally and or financially during their studies. It is also widely used in academic discourse to express gratitude towards help from and contribution of an individual or an institution, thus establishing a favorable academic and social reputation. In other words, acknowledgement offers students an opportunity to give credit to institutions and individuals who have contributed to their thesis in some way and to make a favorable impression on readers. So while acknowledgements can act as a mean of recognizing debts and achieving a sense of closure at the end of a long and demanding research process, they also reveal the writer as someone with a life beyond the page; an individual among academics. As what Hyland (2003) states that acknowledgment is an intimation of the shared ways of understanding

experience, representing a window into the personal worlds of student writers and the process of engaging in the disciplines.

Because in Indonesia theses acknowledgment becomes an obligatory when writing an academic writing such as theses or dissertation, it indeed has an important role in expressing the credits toward the parties who have role in finishing the writing or supporting the author. The acknowledgment sections itself also represents the author's social identity, communication rule and social context. Compared with the main sections (such as introduction, literature review, methodology, analysis and discussion, and conclusion) of scholarly works they are appended to, acknowledgements constitute an interactive rhetorical section which allows the writer to reflect an identity located within a network of interlocking relationships. They offer a unique rhetorical space to writers to express their genuine gratitude for assistance (Hyland & Tse, 2004).

Gratitude expressions which become the main point of the acknowledgment have a role in using the politeness strategy and maintaining solidarity among the parties mentioned in theses acknowledgment itself. The use of thanking expressions, according to Hyland, is the textualization of gratitude which is not entirely on personal arbitrariness, but culturally bound with the stream of society. His following research with Tse (2004) reveals that the rhetorical choices of gratitude are viewed as the manifestation of the writer's personal interest and the lead of the other acknowledgments. They claim that textbooks and style guides often put advice about the etiquette and the conventions of acknowledgments by which the writer are inspired regarding with

the ideas, structures and styles. As what Spencer-Oatey's said that the various use of language in the gratitude expression which indicate politeness is related with the identity of the writers. While according to Büyükkantarcioglu (1998), he asserted that the choice language is very significant in maintaining social relationships. As for thanking expressions, which constitute the main body of the acknowledgments, the choice of language is also important. Hence, we know that each person has his or her own style in expressing the gratitude expressions in order to maintain the relationship and face with the person or parties have stated in the acknowledgment. Besides, these acknowledgment consisting of linguistic choices at the lexical, grammatical, discourse levels, and the communication rule used by writers portray their identity reflection.

Due to the fact that the use of gratitude expression and identity reflection on these acknowledgment or academic writing in Indonesia is rarely to investigate, the researcher is aware that it is potential to investigate because there are various linguistic features, especially related with the gratitude expressions which indicate politeness, appear in the acknowledgment and portray the writer's identity reflection. Thus, the researcher intends to examine the linguistic phenomenon appears in acknowledgment itself.

In conducting the research, the researcher uses the acknowledgment written by the students of Maulana Malik Ibrahim Malang as the object of the research because at the same level of education, they may have different way in writing the acknowledgment. This selection also considers some features of the students which are able to enrich the needed data. Those features are like the way

the students express the gratitude and credit toward some parties and the choice of words used by students. In addition, due to the different characteristics in writing acknowledgment and choosing the appropriate words, it will determine the linguistic features, context, and moreover it will relate on the identity reflection of the writers.

In investigating the politeness in theses acknowledgment, the researcher applies Spencer-Oatey's Rapport Management Model. The term "rapport management" is used to examine the various uses of language in managing the social interaction, referring to the management of harmony-disharmony among people (Spencer-Oatey, 2008). While in analyzing the identity reflection in theses acknowledgment, the researcher applies the concept of identity proposed by Stryker and his colleagues (e.g. Stryker, 1980; Serpe & Stryker, 1987) and Gee's (1997). In general, Stryker's theory stated that each person may enact different identities based on setting. It is also based on the language-in-use expressed by the person itself. While According to Gee, individuals use linguistic resources to enact and project different identities and roles under different circumstances and as they engage in different activities. Every individual, according to Gee (1999), controls many different social languages and switch among them in different contexts. Each social language is characterized by different lexico-grammatical resources appropriate for the context. In theses acknowledgment, the writers express their gratitude to various people who helped them in supporting their studies. Therefore, the writers will have different kinds of social relationships with the people named in this section, as it is expected that they will use different

social languages to reflect, create and maintain corresponding (situated) identities with the different parties.

Some researchers have conducted a research about thanking or gratitude expression patterns in the acknowledgment. The prominent research has been conducted by Hyland (2003). He focuses on the textualization of the gratitude suggesting that acknowledgments reflect authors' unique rhetorical choices which are shaped by the authors' social and cultural characteristics and by the field they get specialized in. He (2003) investigates the frequency of the acknowledgees in dissertations (academicians, friends, family, etc.) and the activities acknowledged (academic support, moral support, technical support etc.) by comparing both MA and PhD students and the fields in which they research. The results of the research show that academicians and academic support are the most acknowledged ones representing about half of the acknowledgments.

Another research is conducted by Karakaz (2010). He focuses on the pragmatic and discourse strategies used by the authors in the texts written in English. Besides, he also compares and contrasts the ways in which native speakers of Turkish (NST) and native speakers of American English (NSAE) write the acknowledgment sections of their MA and PhD dissertations. Based on the examples of previous research above, it is clear that my research is different from previous research. The differences are because of the different object and topic being analyzed and also the scope of analysis that I have done compared to the current researches. The previous research mainly focuses on how the use of gratitude expressions in these acknowledgment reflects authors' unique rhetorical

choices and the pragmatic purpose. It also does not trace the sociolinguistic approach on how the use of gratitude expressions which indicate politeness can portray the writers' identity reflection. To fill the gap, the researcher intends to investigate politeness and identity reflection on theses acknowledgment of undergraduate students by employing pragmatic approach. Therefore, the current research is a legitimate research which can be an essential contribution towards the development of language in general.

1.2 Problem of the Research

In line with the background of the research above, this research is conducted to answer this following question:

1. How is politeness expressed in theses acknowledgment of undergraduate students of UIN Malang?
2. How is identity reflection expressed in theses acknowledgment of undergraduate students?

1.3 Objective of the Study

1. To determine politeness in theses acknowledgment written by students of Maulana Malik Ibrahim State Islamic University of Malang.
2. To identify how the identity reflection in theses acknowledgment written by students of Maulana Malik Ibrahim State Islamic University of Malang.

1.4 Significance of the Study

The finding of the research is expected to give contribution on both theoretical and practical matters. Theoretically, this research hopes to contribute to the fields of pragmatics and reveals the politeness and the identity reflection in the theses acknowledgment of undergraduate students.

Practically, this research improves the awareness on the use of language forms of the gratitude expression in the acknowledgment in academic context to English learners and raises awareness of students in writing acknowledgment. Besides, it can be student's guideline in choosing strategies of expressing gratitude in the acknowledgment itself and reflecting identity based on context.

1.5 Scope and Limitation

This research employs the framework of pragmatics to accentuate how the language-in-use reflects the identity reflected in theses acknowledgment and identify the meaning through context. This research mainly focuses on the gratitude expressions which indicate politeness and the identity reflection in the theses acknowledgment of undergraduate students of Maulana Malik Ibrahim State Islamic University of Malang. Through this research, theses acknowledgment written by undergraduate students will be more comprehensible as a reflection of the students' identity. The topic, politeness, can be found in the various use of language, as stated in Spencer-Oatey's concept, expressed by the writers that moreover portrays their identity reflection.

In order to be able to obtain more reliable result, this research is restricted on the acknowledgment written in English by students from English Department because the other acknowledgments from another discipline have their own specific characteristics. It is indeed the researcher's first experience in analyzing the politeness and identity reflection in these acknowledgments through sociolinguistics. Therefore, the researcher realizes that it is not an easy task to understand a text based on those theories.

1.6 Definitions of the Key Terms

This thesis has two definitions of the key terms based on the title, those are:

1. Identity Reflection

Identity reflection is the reflection of self that can take itself as an object and can categorize, classify, or name itself in particular ways in relation to other social categories or classifications.

2. Politeness

Politeness is related with face concerns that basically represent human being's desire for approval and autonomy in their actions, respectively.

3. Theses acknowledgment

Theses acknowledgments are the sections of the academic paper, in this case theses, where the authors gain an opportunity to express their indebtedness, gratitude and/ or appreciation to the ones supported them during their studies.

4. Undergraduate students

Undergraduate students are university students in the post-secondary education who has not yet received a first degree.

1.7 Research Method

1.7.1 Research Design

This research will employ interpretivism because this research is typically seen as an approach to qualitative research (Creswell, 2013). This research applies the descriptive qualitative design, in which the intended result of the research is the brief analysis of description of the politeness and the identity reflection on the theses acknowledgment written by undergraduate students of Maulana Malik Ibrahim State Islamic University of Malang. What makes it is considered as qualitative research is because the researcher tries to explore and understand the meaning individuals or groups ascribe to a social or human problem (Creswell, 2013). Besides, as what Creswell stated that the process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher makes interpretation of the meaning of the data. Thus, the goal of the research is to rely as much as possible on the participants' views of the situation being studied. The questions of the research become broad and general so that the participants can reflect the meaning of a situation, typically forged in discussions or interactions with other persons.

The researcher of also focuses on the specific contexts in which people live and work in order to understand the identity reflection of the participants.

Researcher also recognizes that her own backgrounds shape her interpretation, and she positions herself in the research to acknowledge how her interpretation flows from her personal, cultural, and historical experiences. The researcher's intent is to make sense of (or interpret) the meanings others have about phenomenon itself. Rather than starting with a theory (as in postpositivism), inquirers generate or inductively develop a theory or pattern of meaning.

1.7.2 Data Source

In order to be able to obtain more reliable result, this research is restricted on the acknowledgment written in English by undergraduate students from English Department in Maulana Malik Ibrahim State Islamic University of Malang. This selection is due to the reason that other acknowledgments from another discipline have their own specific characteristics. Besides, it considers some features of the students which are able to enrich the needed data. Those features are like the way the students express the gratitude and credit toward some parties and the choice of words used by students. Hence, they will have different characteristics in writing acknowledgment and the choice of word itself will determine the linguistic features, context, and moreover it will relate on the identity reflection of the writers.

The data are obtained from 12 theses acknowledgment of undergraduate students in which they are not restricted not more than two years, 8 theses acknowledgment published in 2016 and 4 acknowledgment published in 2015. The selection of this number is because it adequately covers and generalizes other theses acknowledgment and the chosen data are also sufficient to analyze.

The data retrieved from the theses acknowledgment written in English by undergraduate students not more than two years ago. This selection is due to their freshness of the students' graduation. The sources are directly accessed in the library of the subjected universities. The data are in the form of text, the whole text of acknowledgment written by undergraduate students of Maulana Malik Ibrahim State Islamic University of Malang.

1.7.3 Research Instrument

The main instrument of this research is the researcher in order to collect the data and analyze it. Some processes are done by researcher in either collecting and analyzing the data, such as scanning the source, reading, and so forth. The data are analyzed based on the theory applied. After correlating the analysis to the theory, it comes down to the logical explanation about the impact and implication of the research's results. Figures and examples are taken from the sources by mentioning the writers' names or any elements which could reveal the identity of the concerned people.

1.7.4 Data Collection

The process of gathering the data is based on several stages. The first stage is asking permission of selecting the data for this research to the particular parties. The second process is looking for the acknowledgment of undergraduate theses in which they are restricted to the theses written in English not more than two years ago. Thirdly, the data are conducted through scanning. The researcher scans the acknowledgment then select it if it is thought to be different from the previous acknowledgment. Thirdly, the data is photographed using smartphone. Scanning

is stopped when the data are supposed to be saturated. Lastly, the data are copied to personal computer and printed to ease the analysis.

1.7.5 Data Analysis

After gathering the data, the analysis is done by doing the following sections. Firstly, the researcher determines how the gratitude expressions in these acknowledgment indicate politeness by employing Spencer-Oatey's rapport management model in which there are three dimensional model; management of face, management of sociality rights and obligations and management of interactional goals. Secondly, the researcher identifies the identity reflection of the writer in these acknowledgment by employing Stryker's identity theory and Gee's concept of situated identity. According to Stryker, there are two dimensions of one's commitment to identity. Those are extensiveness and affective commitment, while Gee's concept of situated identity is based on the social language used by the writers. Moreover, it reveals their identity reflection.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Acknowledgment

Each writing, academic, fiction, or nonfiction writing, must employ different genre. Genre is usually related with texts, such as novel, article, newspaper, short story and other fiction texts. The definition of genre has been debated for decades and even centuries. In recorded history the genres of e.g. novels, letters and newspaper articles have been well-known among experts as well as lay people. However, the concept of genre could easily be considered much more complex. Not only the above common pieces of text have their own genre, but any kind of text would belong to some genre. According to Swales, he states that 'a genre comprises a class of communicative events' (Swales, 1990). According to him, communicative event is one in which language plays both a significant and an indispensable role. He also stresses that the communicative event is a complex notion, comprising not only of the discourse itself but also of the role of the discourse and the environment and culture surrounding it .

Based on Swales' opinion above, Bhatia, known as one of the experts of genre analysis, comments the definition presented by Swales above. According to Bhatia, the nature of a genre is primarily characterized by the communicative purpose(s) that it is intended to fulfil (Bhatia, 1993). The communicative purpose(s) will determine the structure of the genre; should the purpose(s) change in a significant way, the genre would be different. Bhatia continues his elaboration

with the observation that ‘communicative purpose is a fairly reliable criterion to identify and distinguish sub-genres’. A genre would be different once its communicative purpose changes in a significant way.

The statements above show that there is an obvious connection between genre and the identity of the writer itself. Therefore, the current research focuses more on the work of Swales and Bhatia, projecting the genre from its communicative event. Besides, this current research will also consider the identity reflection expressed through the texts. As what Bhatia stated that genre essentially refers to language use in a conventionalized communicative setting in order to give expression to a specific set of communicative goals of a disciplinary or social institution, which give rise to stable structural forms by imposing constraints on the use of lexico-grammatical as well as discoursal resources.

As we know that acknowledgments are the sections of the academic papers where the authors gain an opportunity to express their indebtedness, gratitude and/or appreciation to the ones supported them intellectually morally and/ or financially during their studies. According to Giannoni (2002), Acknowledgments are universal features of academic writing which are commonly used in theses and books and have increasing presence in research articles. The history of acknowledgments actually goes back to the times when the authors are dependent on the powerful ones in authority in order to publish their academic works. This genre not only provides a space for writers to signify interpersonal relationship, but reflects their personal identity, socio cultural and contextual or conventional values (Hyland, 2004; Cheng, 2012). In other words, acknowledgments are not

entirely personal but can also be context-embedded. For example, how writers position themselves as student, researcher, or book author could affect their expressions of gratitude. Therefore, distinctive communicative purposes of different genres can influence the shaping of pattern of acknowledgments.

2.2 Politeness Concept

The concept of *politeness* has been viewed from very different perspectives in the literature. Politeness concept itself is related to the concept of face. Based on Goffman's understanding of face, he stated that the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact, Brown and Levinson (1978) also stated that face is a kind of public self-image that belongs to everyone. Everyone ought to consider face as basic wants so that one might know each other's desires. There are two types of face namely negative face and positive face. Negative face is a kind of face which wants to be free from actions and free from impositions. Positive face is a kind of face which wants to be appreciated and approved of as the same group by others. While according to Spencer-Oatey (2008), he stated that politeness is related with face concerns that basically represent human being's desire for approval and autonomy in their actions, respectively. Based on those notions above, the researcher will employ the concept of Spencer-Oatey's rapport management model.

2.2.1 Spencer-Oatey's Rapport Management Model

The term "rapport management" is used to examine the various uses of language in managing the social interaction, referring to "the management of

harmony-disharmony among people” (Spencer-Oatey, 2008). He argues that what she intends to explore in her theory is the *grounds* on which social judgements are made in interaction and proposes a three dimensional model of rapport management: (i) the management of face, (ii) the management of sociality rights and obligations and (iii) the management of interactional goals.

Spencer-Oatey stated that the concept of face in the Rapport Management model is defined as people's sense of worth, dignity and identity, and is associated with issues such as respect, honour, status, reputation and competence. The relation between face and a person's self-identity is viewed in three respects: self as an individual (individual identity), self as a group member (collective identity), self in relationship with others (relational identity).

In order to establish interpersonal rapport, one other factor to be considered is the management of sociality rights and obligations. Some social rights and obligations result in some behavioural expectations for the self and the other interlocutor(s), the breach of which may cause some interactional and interpersonal problems.

He also argues that the behavioural characteristics of people and their expectations (i.e., what she calls as Sociopragmatic Interactional Principles (SIPs)) are based on two principles which are equity (being treated fairly), and association (the degree of closeness-distance in relations). The equity principle is based on two components in the model, which are the “cost-benefit” and the “autonomy-imposition” notions. The association principle is also explained in relation to two components, the interactional involvement-detachment; the

affective involvement-detachment. In addition, he also asserted that the context, the goal of the interaction and the personal values of the interlocutors determine the priority and the extent of equity and association principles.

The other component determining the rapport of interaction in Spencer-Oatey's framework is the interactional goal of the conversations, which may be transactional and/or relational. What the purpose of interaction requisites is important in that, again, if the conditions are not satisfied the interactional purposes may fail to be achieved.

In the Rapport management model thanking would be viewed as a way for building positive rapport among people, since thanking expressions are uttered to reflect S's pleasure for some kind of a verbal or non-verbal (such as material) act done by the H and they enhance the relation between the interlocutors. However, as in the case with compliments, if the thanking expressions is not uttered as it is expected from the H, either as too personal or too distant, it may damage the face or the sociality rights of the H and may turn into an act threatening the face and/or sociality rights of H and create disharmony between interlocutors, rather than a harmony. Thus, rather than the act itself the situational and social factors in which thanking is reflected and the way it is uttered determines whether the act is a rapport enhancing or a threatening one.

Spencer-Oatey's Rapport Management model is chosen as the theoretical framework for this study mainly due to two reasons. The first reason is the model, differently from other politeness models, argues that a rich combination of both social and contextual factors should be taken into consideration when defining the

rules of the appropriate use of the language. Because of this it is believed that the model would be more successful, than any other model, in providing comprehensive analysis of the corpora of acknowledgments gathered for this thesis.

The second reason derives from the nature of the analyzed texts. When acknowledgments are taken into consideration it becomes clear that the choice of language in acknowledgments not only depends on the authors' being sensitive to the face wants of the addressees and of the authors themselves, but also on the authors' concern for the sociality rights of the people who supported them (for example is like the expected behavior from an individual in a certain position; equality or inequality in role relationships) and the purpose for the reflection of the acknowledgments (for example to follow formalities of writing a dissertation and/ or to be in good relations with the addressees). Therefore, a model able to account for this intricate and multifaceted web of relations is needed and Spencer-Oatey's Rapport Management Model is such as a model.

2.3 Identity Theory

In identity, the self in that it can take itself as an object and can categorize, classify, or name itself in particular ways in relation to other social categories or classifications. This process is called self-categorization. Self-categorization, in identity theory, is equally relevant to the formation of one's identity, in which categorization depends upon a named and classified world (Stryker, 1980). Among the class terms learned within a culture are symbol that are used to designate position-the relatively stable, morphological components of social

structure that are termed roles. Identity theory deals principally with the components of structured society. Persons acting in the context of social structure name one another and themselves in the sense of recognizing one another as occupants of positions (roles). This naming evokes meaning in the form of expectations with regard to others' and one's own behaviors (McCall and Simmons, 1978; Stryker, 1980).

In general, one's identities are composed of the self-views that emerge from the reflexive activity of self categorization or identification in terms of membership in particular groups or roles. The concept of identity is nested within the more inclusive concepts of the self and the self-concept. As specified by Mead (1934), the self is a phenomenon of the human mind born out of reflexive action, stemming primarily from a person's interactions with others. Mead especially stressed the ability to imagine oneself from the standpoint of another person. The self consists of two components: the "I" and the "me" (Mead 1934). The "I" (or subject) is the dynamic, novel, spontaneous aspect of the self that constitutes the individual as knower and actor. The "me" (or object) is all the learned perspectives a person takes toward him- or herself and the attitudes that the "I" assumes toward one's own person, especially when taking the role of the other.

Stryker's identity theory has been the dominant perspective on self and identity within structural symbolic interactionism for the past four decades. Identity Theory sees a multifaceted self composed of multiple identities arranged hierarchically in an identity salience structure. The more salient an identity, the higher is the probability of its being invoked in an interactional situation that

allows some agency or choice. The salience itself is based on two dimensions of one's commitment to the identity: interactional and affective.

- a. Interactional commitment is the extensiveness of the interactions a person has in a social network through a particular identity (e.g., the number of persons one interacts with based on the identity).
- b. Affective commitment is a person's emotional investment in relationships premised on the identity (e.g., how emotionally close others in the role relationship are to the individual).

Note that Stryker's use of the term "commitment" is more multidimensional and less psychological than the use of the same concept label in McCall & Simmons's Role-Identity Theory.

In general, Stryker's theory stated that each person may enact different identities based on setting. It is also based on the language-in-use expressed by the person itself. Identity theorists further argue that the self consists of multiple identities, each of which is based on occupying a particular role (Desrochers *et al.*, 2002). One has an identity, an "internalized positional designation" for each of the different positions or role relationships one holds in society. Thus, being a father is an identity, as is being a colleague, a friend, and any of the other myriad of possibilities corresponding to the various roles one may play. Even though the individual has multiple identities, it is not all his/her identities that are always relevant. In every interaction, the individual carries with him/her, a constellation of identities. However, the identity he/she reflects or enacts depends on the context of the interaction.

In investigating the identity reflection, it can be applied by employing the concept of Gee's (1999) "*situated identity*". An oral or written "utterance" has meaning, then, only if and when it communicates a *who* and a *what*. He defines *situated identity* as "different identities or social positions we enact and recognize in different settings". According to Gee, individuals use linguistic resources to enact and project different identities and roles under different circumstances and as they engage in different activities. An utterance has meaning only if and when it communicates a *socially-situated identity*, that is, "the kind of person one is seeking to be and enact here and now" and a *socially situated activity* "that the utterance helps to constitute". The idea of socially-situated identity is related to *social languages*, which refers to the different styles of language that we use to enact and recognize different identities in different settings. Social languages are different varieties of language that allow us to express different socially significant identities (e.g., talking and writing as a mathematician, doctor, or gang member) and enact different socially meaningful practices or activities (for example, offering a proof in mathematics, writing a prescription in medicine, demonstrating solidarity with a fellow gang member).

Each social language has its own distinctive grammar. However, two different aspects of grammar are important to social languages. One aspect is the traditional set of units like nouns, verbs, inflections, phrases, and clauses. The other aspect is the "rules" by which grammatical units like nouns and verbs, phrases and clauses, are used to create *patterns* which signal or "index" characteristic *whos-doing-whats-within-Discourses*. That is, we speakers and

writers design our oral or written utterances to have patterns in them in virtue of which interpreters can attribute situated identities and specific activities to us and our utterances. Based on his explanation above, he argues that each social language is characterized by different lexico-grammatical resources appropriate for the context. Every individual, according to him, controls many different social languages and switch among them in different contexts.

Therefore, in these acknowledgment, which represents a form of discourse, writers express their gratitude to various people who helped them in undertaking their studies. Given that the writers have different kinds of social relationships with the people named in this section, it is expected that they will use different *social languages* to reflect, reflect and maintain corresponding (situated) identities with the different parties.

2.4 Previous Studies

Some researchers have conducted a research about thanking or gratitude expression patterns in the acknowledgment. The previous research has been conducted by Hyland (2003). He focuses on the textualization of the gratitude suggesting that acknowledgments reflect authors' unique rhetorical choices which are shaped by the authors' social and cultural characteristics and by the field they get specialized in. He (2003) investigates the frequency of the acknowledgees in dissertations (academicians, friends, family, etc.) and the activities acknowledged (academic support, moral support, technical support etc.) by comparing both MA and PhD students and the fields in which they research.

The results of the research show that academicians and academic support are the most acknowledged ones representing about half of the acknowledgments.

More specifically, Hyland (2004) has been conducted a study focusing on the structure and linguistic pattern used to express gratitude toward parties mentioned in theses acknowledgment. The analysis also shows that PhD students, particularly those in the “soft” sciences, tended to reflect generically more complex acknowledgements with a greater variety of patterns. It is argued that the unexamined nature of acknowledgements may disadvantage non-native writers, and the authors suggest that EAP teachers assist their students by raising their awareness of the ways they can structure their acknowledgements to promote a competent academic identity.

Another research is conducted by Karakaz (2010). He focuses on the pragmatic and discourse strategies used by the authors in the texts written in English. Besides, he also compares and contrasts the ways in which native speakers of Turkish (NST) and native speakers of American English (NSAE) write the acknowledgment sections of their MA and PhD dissertations.

The result shows that the distributions of thanking expressions in relation to their addressees change more in NST corpus than it is in NSAE corpus. This may result from Turkish speakers high concern for the well-being of the other parties (Ruhi and IÇık-Güler, 2007), in that their language choices are affected by the addressee of the thanking. In more general sense, the results may imply that while NST rely on more distant and affective strategies of thanking than

NSAE, NSAE, on the other hand, adhere to closer and interactional strategies than NST.



CHAPTER III

FINDINGS AND DISCUSSION

This chapter elucidates the data findings and discussion based on the explanation of the prior chapter. Importantly, the findings are discussed to answer the research question. Therefore, the findings are based on the result of data analysis of theses acknowledgment indicating politeness and reflecting identity of the writer of acknowledgment. Furthermore, the discussion basically explores the analysis of research finding.

3.1 Findings

The politeness and identity reflection on theses acknowledgment analyzed in the current research are obtained from 12 theses acknowledgment of undergraduate students in which they are not restricted not more than two years, 8 theses acknowledgment published in 2016 and 4 acknowledgment published in 2015. The analysis is presented based on each acknowledgment which is relevant to discuss further. Then those data are classified by employing the concept of rapport management model and the salience of self identity.

The theory applied in investigating the politeness on theses acknowledgment is the concept of rapport management model proposed by Spencer-Oatey (2008). He stated that the term “rapport management” is used to examine the various uses of language in managing the social interaction, referring to the management of harmony-disharmony among people. The three dimensional model of rapport management are management of face, management of sociality

rights and obligations and management of interactional goals. Hence, the politeness used by the writers can be determined through their language use in their writing. Furthermore, there will be some linguistic features found in the various uses of language in the writing to maintain the relationship with parties or names mentioned in the acknowledgment itself and they also indicate politeness. While to analyze the identity reflection on these acknowledgements, the current research applies the concept of identity proposed by Stryker and his colleagues (e.g. Stryker, 1980; Serpe & Stryker, 1987) and Gee's (1997). There are two dimensions of salience of identity: interactional and affective commitment. The details are as follows:

Acknowledgment 1

Datum 1.1

I would like to say "Alhamdulillah." All praise and gratitude are due to the Great Almighty, Allah for all the blessings he has bestowed upon me.

In datum 1.1, the writer expresses gratitude towards God by using nominalization, such as the word "praise", "gratitude", "Alhamdulillah", and "Great Almighty." Those words in the text are specific and explicitly stated the particular way of expressing thankfulness towards God. The thank-to-God also indicates relationship between creature (writer) and God in which in this case the writer really thanks to all His blessings given to her during finishing the study and writing the thesis. Besides, it can be seen from the specific word "Alhamdulillah" which means that the writer is really grateful of the easiness and blessing given by

God. Specific word, such as the Great Almighty also shows that it represents self identity of the writer in which he believes and obeys Him. In addition, it also reflects that the writer is a servant of God who gets blessing bestowed upon him. Saying thanks to God here is shows the relation between face and person, in this case self as an individual. He also shows a dignity of a servant of God and belief towards Him. Hence, thanking to God is a must. This kind of expression is categorized as **face management model**. On the other hand, it is also categorized as **management of interactional goals**. The reason is because the way the writer expresses the gratitude and be praise of Him shows the relationship between God who always blesses the person and creature who obeys to Him.

The gratitude expressions in this part of acknowledgment also reflect a self identity. It can be seen from the word “I” used in the acknowledgment. The word “I” (or the subject) is dynamic, novel, spontaneous aspect of the self that constitutes the individual as knower and actor. The writer of acknowledgment here shows as an individual who has special relationship with God who always blesses him. Because she knows that the Great Almighty (God) gives blessings, the writer of acknowledgment spontaneously expresses gratitude and be praise to Him. This kind of expression shows a faithfulness of the writers itself towards God.

The ways the writer of acknowledgment expresses gratitude towards God here also reflects a person’s emotional investment in relationships premised on the writer’s self identity. In other word, it is categorized as **affective commitment**. It shows how emotionally close between the writer of acknowledgment as an

individual and God. The writer of acknowledgment here shows herself as a servant of Allah who is grateful for the blessings bestowed upon her. Therefore, she shows emotional investment in which it indicates that she, as a servant of God, obeys and really thanks to Him. Besides, the self identity reflected in the acknowledgment can be seen from the social language. The social language here refers to the different styles of language that we use to enact and recognize different identities in different settings. The social language of person can be identified from the grammar. One of the aspects is the traditional set of units like noun, verb, inflections, phrases, and clauses. In the acknowledgment, the writer uses some units. Here are the units used by the writer of acknowledgment:

Table 3.1 grammatical units in these acknowledgment

The utterance	Unit
I would like to say "Alhamdulillah"	Clause
Praise	Noun
Gratitude	Noun
Great	Adjective
Almighty	Adjective
Blessings	Noun
Bestowed	Verb

Those grammatical resources show the situated identity of the writer of acknowledgment. As what Gee stated that every individual controls many different social languages and switch among them in different context. In this part of acknowledgment, expressing gratitude towards God is a part of self identity which shows that she is a servant of Allah who is grateful for the blessings given to her.

Datum 1.2

My shalawat and salam be with our glorious prophet Muhammad peace be upon him, may Allah blesses Prophet Muhammad, his family, his companions, and all those who follow his guidance until the day of judgment.

The *shalawatandsalam* expression in this text shows that the writer thanks to the lessons had been taught by prophet Muhammad to all his companions so that they can apply all the good deeds in their life and differentiate between good and bad things. In Arabic, *shalawat* means a blessing from God, while *salam* means the protection from dangers and weaknesses. Reciting *shalawatandsalam* is a part of salutation to the last prophet who guided and taught good things to all mankind. The common gratitude expression above actually shows that the writer is a self as an individual. In this part of acknowledgment, the writer shows such an honor and dignity to the model who takes a big role in this life. Thus, we know that delivering *shalawat* and *salam* is part of **face management** model because it is related to a person's sense of identity or self identity and associated with honor, dignity, and respect.

In addition, this kind of gratitude expression is also categorized as **management of interactional goals**. Reciting *sholawat* upon Prophet Muhammad actually is a command from God. It is also believed that those who recite *sholawat* upon him will receive the prayer from him. This prayer is called as *syafa'at*. It is believed that God will receive his *syafa'at* to anybody reciting *shalawat* upon him. Hence, there is an interactional goal occurred in the gratitude

expression of this acknowledgment. The purpose of interaction shown in the gratitude expression here is to receive *syafa'at* from Prophet Muhammad and appreciate him. Therefore, it is also classified as management of interactional goals.

In expressing gratitude towards Prophet Muhammad, the writer also reflects a part of self identity in which she projects herself as an individual who appreciates and is proud of being Prophet Muhammad's follower. Hence, we know that in this part, the writer of acknowledgment plays a role of follower of Prophet Muhammad. The salience of self identity appeared in this part acknowledgment is based on the dimension of **affective commitment**. It means that the writer of acknowledgment shows emotional investment in relationship with Prophet Muhammad and hopes that the blessings will always be bestowed upon him, his family, his companions and all the followers who follow the right path he taught.

The reflection of self identity can be seen from the social language used by the writer of acknowledgment itself. As what Gee stated that an oral or written "utterance" has meaning, only if and when it communicates a *whoandwhat*. In expressing gratitude here, the writer of acknowledgment projects situated identity, different identities she enacts and recognizes in different settings, which can be identified from the social language. As we know that every individual uses linguistic resources to enact and project different and roles under different circumstances and as they engage in different activities. Social languages are different varieties of language that allow us to express and enact different socially

meaningful practices or activities (for example is like demonstrating a respect or solidarity with some parties).

Each social language has its own distinctive grammar and can be categorized by different lexico-grammatical resources appropriate for context. In this case, the writer of acknowledgment designs her written utterances to have pattern in them in virtue of which interpreters can attribute situated identities and specific activities to us and our utterances. One of the aspects of grammar used by the write of acknowledgment is the traditional set of units like noun, verb, inflections, phrases, and clauses. In the acknowledgment, the writer used some units. Here are the units used by the writer of acknowledgment:

Table 3.2 grammatical units in theses acknowledgment

The utterance	Unit
<i>Sholawat and salam</i> (prayer)	Noun
Glorious	Adjective
Blesses	Verb
peace be upon him	Phrase
Guidance	Noun

Those grammatical features above shows that the writer of acknowledgment enacts situated identity. In this case, she shows herself as a follower Prophet Muhammad with an emotional investment which means that she indeed adored him and appreciated all things he has taught to all his followers, including the writer of acknowledgment itself. The situated identity she projects is a part of self identity in which she plays a role as a follower who maintains an honorable relationship with the Prophet Muhammad.

Datum 1.3

*I would like to express my **gratitude** to all those who helped me by giving valuable input during completing this thesis.*

The way the writer of acknowledgment expresses gratitude toward parties shows that he appreciates all the support and help given by them. It can be seen from the use of the word “gratitude” in that datum. The word “gratitude” shows that he maintains such a respect and appreciation to them. This kind of gratitude expression indicates politeness applied by the writer itself. In this case, the writer of acknowledgment establishes interpersonal rapport among parties. Therefore, it is categorized as **management of sociality rights and obligation**. The reason is because there are behavioral characteristics found in this type of rapport management. It can be seen from the association principle applied by the writer itself. In other words, it can be identified from the degree of closeness-distance in relation. There is a role played by the writer in managing social interaction with the parties. In this case, the writer plays a role as a student who has passed a great work.

The various use of language used by the writer here also reflects the identity of writer of acknowledgment. In this part, he projects himself as a person who gratefully expresses credits towards parties who contributes and supports him during finishing the thesis. The identity reflected by the writer is a part of self identity. The salient identity can be identified from the word “I.” This word is more personal and dynamic, novel, spontaneous. It reflects himself that constitutes the individual as knower and actor. Besides, the salience identity projected by the

writer of acknowledgment here is **classified as interactional commitment**. In this case, the writer of acknowledgment portrayed the interaction he had in social network through self identity. In addition, the situated identity reflected by the writer is also based on the context of the interaction. In this part he plays a role as person who passed his great work which has been supported by parties.

Datum 1.4

My sincere gratitude is specially expressed to my advisor, Dr. RohmaniNur Indah, M.Pd., who has provided me with the encouragement, direction, and insight needed to successfully complete this thesis. I love her kindness and generosity. Importantly, this thesis would not have been possible without her expertise and dedication.

In expressing the gratitude towards advisor, the writer uses complex vocabulary, such as sincere, gratitude, encouragement, direction, insight, expertise and dedication. These and other words in the text are also specific and in essence explicitly state the particular way in which the supervisor contributes to the work. Those complex and specific vocabulary items make this part very formal. It aims to establish a highly formal relationship between the writer and the advisor. Here, the writer projects himself as a mentee addressing his mentor and carefully choose her words to reflect this relationship.

Besides, the writer employs indirectness to perform the speech act of thanksgiving, thereby maintaining distance between the advisor and the writer. It can be seen from the expression, “My sincere gratitude is specially expressed to

my advisor, Dr. Rohmani Nur Indah, M.Pd.” in which this expression is very polite and enacts the superior-subordinator relationship that is characteristic of the mentor mentee relationship maintained in this acknowledgment. The word sincere here shows that the writer, as a mentee, is extremely grateful to her advisor for her guidance during finishing the thesis.

The address form used for the advisor, as is given below, consists of Title + Full form of Name (TFFN) and is heavily post-modified with locative and descriptive phrases, “my advisor, Dr. Rohmani Nur Indah, M.Pd.” By this address form, the writer defers to the advisor and thus assumes a role identity of a subordinator or a mentee. This kind of way of expressing gratitude to party who contributes during finishing the thesis indicates social relationship between them. Therefore, it is categorized as **sociality rights and obligations** model because they (writer and advisor) develop behavioral expectation in relation to their perceived sociality right and obligation. The behavioral expectation here is associated with social and role position. In this case, it can be shown from the highly formal relationship between advisor and student. They indeed maintain superior-subordinate relationship in which the advisor is as a mentor, while the writer is as a mentee.

On the other hand, this kind of expressing gratitude towards party, in this case advisor, is also categorized as management of **interactional goals**. It is because there is an interactional purpose made by the writer of acknowledgment in order to respect and appreciate the support and contribution given by the advisor. The writer of acknowledgment here tries to build positive rapport towards

the advisor, since thanking expression is uttered to reflect someone's pleasure for some kind of a verbal or non-verbal act done by the H and they enhance the relation between the interlocutors. Besides, the writer of acknowledgment here also wants to create harmony between her and the advisor. It is important to express credit and gratitude towards advisor since she takes a big role in providing advices, suggestion and comments during finishing the thesis. Therefore, the goal of the interaction here is to highly respect and appreciate her.

The salience identity reflected by the writer in this acknowledgment can be seen from the dimension of **affective commitment**. This affective commitment means that the person shows emotional investment in relationships premised on the identity. In this case, the writer of acknowledgment expresses how emotionally close in the role relationship is to the individual (advisor). She reflects her self-identity in particular way. It can be seen from the choice of words she uses to express and appreciate the advisor. The emotional investment or feeling can be identified from the word sincere, gratitude, encouragement, direction, insight, expertise and dedication. It shows how important and great she is in guiding and giving valuable feedback to her. Therefore, the writer of acknowledgment here show an emotional feeling of respecting and appreciating the advisor.

As Mead said that the self is a phenomenon of the human mind born out of reflexive action, stemming primarily from a person's interactions with others. In this part of acknowledgment, the writer projects the self by using the word "I". The word "I" (or the subject) is dynamic, novel, spontaneous aspect of the self

that constitutes the individual as knower and actor. The writer of acknowledgment here reflects herself as an individual who has formal relationship with the mentor (advisor).

While for the social language used by the writer of acknowledgment can be seen from the grammatical features. The aspects of grammar units are like nouns, verbs, inflections, phrases, and clauses. These grammatical units can attribute situated identity and specific activities to the utterances. The grammatical units used by the writer of acknowledgments are described below:

Table 3.3 grammatical units in theses acknowledgment

The utterance	Unit
Sincere	Adjective
Gratitude	Noun
Encouragement	Noun
Direction	Noun
Insight	Noun
Expertise	Noun
Dedication	Noun
Importantly	Adverb
Kindness	Noun
Generosity	Noun

Those grammatical units show the formal relationship between the writer of acknowledgment and the advisor. Besides, the social languages used by the writer also reflect self identity in which the she plays a role as a mentee, while the advisor plays a role as a mentor.

Datum 1.9

My deepest appreciation goes to those with Asperger Syndrome and their families.

In this datum, the writer of acknowledgment shows such deep appreciation towards parties who has contributed to the thesis. To maintain the relationship with them, the writer uses some words indicating a respect towards the particular parties. Those specific words are like “deepest” and “appreciation.” It shows a formal relationship with the parties mentioned in the acknowledgment itself. Besides, the writer of acknowledgment who plays a role as a researcher expresses a great thanks to the participants of the research, in this case Asperger Syndrome and their families. To maintain the relationship between her and the parties, she applies the rapport management of face to show the management of harmony and to manage social interaction with them. Besides, that rapport management model is also defined her sense of worth, dignity, identity and associated with a respect, reputation and status of the writer of acknowledgment itself. Thus, this kind of expressing appreciation and gratitude towards those parties is categorized as **management of face**.

The way the writer of acknowledgment presents the gratitude expression towards those parties reflects particular identity of herself. The writer of acknowledgment here projects herself as a researcher who deeply thanked to those parties as participants who are being investigated. The reflection of self identity can be identified through the use of the word “my” in her statement in the acknowledgment itself. The use of “my” here stresses the ability to imagine oneself from the standpoint of another person. Besides, this kind of diction strengthens that it is categorized as self identification. The writer of acknowledgment directly expresses the credit or appreciation towards that party

by using the possessive pronoun “my” followed by specific word “deepest.”

Hence, we know that it shows the reflection of action and the person’s interaction with others.

The salience identity of the writer of acknowledgment is categorized as the dimension of **interactional commitment**. The reason is because the way the writer expresses gratitude towards Asperger Syndrome and their families shows a deep appreciation and the extensiveness of the interaction she has in a social network through a particular identity, in this case self identity. Expressing gratitude to these families indicates the social interaction happened between them. The gratitude expression used by the writer reflects situated identity of herself. According to Stryker, each person may enact different identities based on setting. It is also based on the language-in-use expressed by the person itself.

The gratitude expression and appreciation in this datum shows particular identity of the writer of acknowledgment itself. She shows herself in particular role. In this kind of interaction showed through gratitude expression, the writer carries her-self identity as researcher. She is indeed a student who conducts a research, but in this case she projects herself as a researcher who thanks to the subject or participant of the research. Her role as a researcher shows that in every interaction, the individual carries with her constellation of identities. However, the identity she reflects depends on context of interaction.

The situated identity of the writer of acknowledgment is related with social language, which refers to the different styles of language that the writer uses to enact and recognize different identities in different settings. The social language

here expresses different socially significant identities, in this case shows her role as a researcher. Besides, it enacts different socially meaningful practices or activities. In this case it demonstrates solidarity with Asperger Syndrome and their families as the participant of the research. The social language can be characterized by different lexico-grammatical resources appropriate for context. Here are the grammatical units used by the writer of acknowledgment:

Table 3.4 grammatical units in these acknowledgment

Utterance	Unit
Deep	Adjective
Appreciation	Noun

Acknowledgment 2

Datum 2.4

My greatest gratitude goes well to Prof. Dr. H. MudjiaRaharjo, M.Si, as the rector of UIN Maulana Malik Ibrahim Malang, Dr. Hj. Istiadah, MA as the dean of Faculty of Humanities and Dr. Syamsuddin, M.Hum as the head of English Language and Letters Department and all lectures of English Language and letters Department.

In datum 2.4 here, the writer uses some specific words to give thanks to parties who contribute during his study. Those specific words are like “greatest gratitude” and “well”. The way he delivers gratitude shows that he really respects the existence of the parties, in this case the rector, the dean and headmaster of English department. Besides, the way he uses the various way of language also indicates such social interaction and role position. It can be seen from the way he

mentioned the name of the parties. The address form used for the advisor, as is given below, consists of Title + Full form of Name (TFFN). This kind of address form shows that the writer defers to those parties and thus assumes a role identity of a subordinator or a student. From that way, we know that there is superior-subordinate role appeared.

Because those parties plays important role in the university, the writer of acknowledgment expresses gratitude by using a highly formal expression. This kind of way of expressing gratitude to party who contributes during finishing the thesis indicates social relationship between them. Therefore, it is categorized as **sociality rights and obligations** model because they (writer and those number one people) develop behavioral expectation in relation to their perceived sociality right and obligation. The behavioral expectation here is associated with social and role position. In this case, it can be shown from the highly formal relationship between the leader of university and student. They indeed maintain superior-subordinate relationship in which those parties play a role as leader of university who control and make policies for this university, while the writer is as a student who follows and run the instruction.

In expressing gratitude towards those parties, the writer projects his self-identity as a student. His self-views is the reflexive activity of self categorization or identification in a particular role. The salient identity of the writer of acknowledgment is being invoked in an interactional situation that allows some agencies or choices. The salience itself is identified as the dimension of **interactional commitment**. In this case, the writer of acknowledgment shows the

extensiveness of the interactions he has in a social network through his self identity.

Datum 2.7

The special gratitude is also presented to my teacher KH. M. Chusaini Al Hafizh who always gives me his advice, support and guidance.

In expressing credits towards party, the writer of acknowledgments uses some appropriate and specific words to show such a great respect, appreciation and compliment to him. It can be seen from the words appeared in this datum, such as “special”, and “gratitude.” Those specific words are also used to maintain a kind of public self-image that belongs to the person itself. From that point, we know that they indicate politeness since they are related with face concerns that basically represent human being’s desire for approval and autonomy in their actions, respectively.

In addition, those various uses of language are also used to manage the social interaction, referring to management of harmony-disharmony between the writer of acknowledgment and the particular party mentioned above. He tries to maintain social interaction with the teacher itself and manage close relationship with him. The way the writer of acknowledgment chooses those words and expresses gratitude towards the lecturer show his sense of worth, dignity, and identity, and is associated with issue such as respect, status, and competence. Thus, we know that this kind of gratitude expression is categorized **as management of face**.

The management of face applied by the writer of acknowledgment is used to show such a great respect and appreciation towards the teacher. Furthermore, it

is related with the status and self identity of the writer of acknowledgment. The relation between face and his self-identity is viewed in the respects: self as an individual (individual identity) and self in relationship with others (relational identity). In this kind of gratitude expression, the writer plays a role as an individual, as a student, and has a social interaction with the teacher itself. Besides, the Title + Full form of Name (TFFN) of the teacher above “*KH. M. Chusaini Al Hafizh*” shows that the writer of acknowledgment maintains a highly formal relationship with the teacher itself. He showed a great respect and appreciation to him directly.

In identity reflection, the writer of acknowledgment projects himself in particular ways in relation to another person. He positions himself as a student in this case. The self identities he reflects are composed of the self-views that emerge from the reflexive activity of self categorization or identification in particular roles. The self here is a reflexive action, stemming primarily from a person’s interactions with others. It can be seen from the component used by the writer of acknowledgment itself. One of those is the use of the word “me”. The “me” (or object) is all the learned perspectives a person takes towards him. For the salient identity, it is classified as **affective commitment**. It is due to the fact that the writer of acknowledgment shows emotional investment in relationship premised on the identity. It can be seen from the way he expresses gratitude by using a very polite expression and specific words.

Datum 2.8

My special thank is also dedicated for my friends in PPTQ NurulFurqon.

In expressing gratitude toward the parties, in this case the friends, the writer of acknowledgment establishes a common relationship with his friends. It can be seen from the word “thank” he used in this part. This word is indeed more common than the word “gratitude”, but the writer still maintains such great appreciation which can be seen from the word “dedicated”. Besides, the way he delivers gratitude shows such interactional goal. Implicitly, it shows that this kind of gratitude expression aims the dedication given by writer will be blessing for the friends. Therefore, it is categorized as **management of interactional goals**.

In projecting self-identity, the writer of acknowledgment plays a role as a friend. His self-view that emerges is a part of reflexive activity of self categorization or identification in terms of membership in particular role. The situated identity he plays is as a friend who thanks to the parties (friends) who have supported him. The reflection of self identity can be seen from the way he shows such emotional investment in the relationship. The gratitude expression above shows how emotionally close he is to his friends. Therefore, it is categorized as **affective commitment**.

Acknowledgment 3

Datum 3.4

*Thirdly, **Miftahul Huda** as one of my lecturers **leads me** to be critical students not only in studying the subjects but also responding to the condition of the environment. Fourthly, **Dr. Hj. Syafiyah, M. A.**, as my advisor giving me valuable advice to complete the thesis so that it is **well- systemized**.*

In datum 3.4 here, the writer of acknowledgment maintains a very formal relationship between him and the advisor and lecturer. However, there is a difference of mentioning the name of advisor and lecturer in this acknowledgment. First, in expressing gratitude and appreciating the lecturer, the writer of acknowledgment here mentions his lecturer's name without attaching the title so it is just the full name of the lecturer itself. It indicates the closeness and formality between them. In addition, the way he expresses the gratitude shows that he really appreciated the contribution of the lecturer since the lecturer has led him to be critical student both in studying the subject and responding to the condition of the environment.

Mentioning the full name of the lecturer here also shows the respect towards the lecturer who supports him. Besides, the writer establishes the **management of sociality rights and obligation** which is resulted in some behavioral expectations for the self and the other parties. The sociality rights and obligations that can be seen in the way the writer expresses credits and appreciation show that there is superior and subordinate relationship between them. The lecturer here plays a role as a lecturer or mentor who motivates and supports him, while the writer of acknowledgment here plays a role as a student.

Second, in expressing gratitude towards advisor, it is little bit different from above (expressing gratitude towards lecturer). In expressing the gratitude towards advisor, the writer uses specific vocabulary, such as valuable and well-systemized. These words in the text are also specific and in essence explicitly stated the particular way in which the supervisor contributes to the work. Those specific

vocabulary items make this part very formal. It aims to establish a very highly formal relationship between the writer and the advisor. Here, the writer projects himself as a mentee addressing his mentor and carefully chooses her words to reflect this relationship.

Besides, the address form used for the advisor consists of Title + Full form of Name (TFFN) and it followed by locative and descriptive phrases, “*Dr. Hj. Syafiyah, M. A., as my advisor*” By this address form, the writer defer to the advisor and thus assumes a role of the student as a subordinator or a mentee. This kind of way of expressing gratitude to party who contributes during finishing the thesis indicates social relationship between them. Therefore, it is categorized as sociality right and obligation right model because they (writer and advisor) develop behavioral expectation in relation to their perceived sociality right and obligation. The behavioral expectation here is associated with social and role position. In this case, it can be shown from the highly formal relationship between advisor and student. They indeed maintains superior-subordinate relationship in which the advisor is as a mentor, while the writer is as a mentee.

On the other hand, this kind of expressing gratitude towards party, in this case the advisor, is also categorized as **management of interactional goals**. It is because there is an interactional purpose made by the writer of acknowledgment in order to respect and appreciate the support and contribution given by the advisor. The writer of acknowledgment here tries to build positive rapport towards the advisor, since thanking expression is uttered to reflect someone’s pleasure for some kind of a verbal or non-verbal act done by the H and they enhance the

relation between the interlocutors. Besides, the writer of acknowledgment here also wants to create harmony between her and the advisor. It is important to express credit and gratitude towards advisor since she takes a big role in providing advices, suggestion and comments during finishing the thesis. Therefore, the goal of the interaction here is to highly respect and appreciate her.

In appreciating the lecturer and advisor, the writer projects situated identities here. The way the writer expresses gratitude towards both of them shows that he reflects a different situated identity. It can be seen from the use of language he chooses in his acknowledgment. The salience identity reflected by the writer in expressing gratitude is categorized as **affective commitment**. In this case, the writer establishes emotional investment in relationship premised on the identity and shows the close relationship between him and the lecturer. It can be seen from the way the writer mentions the lecture's name. In maintaining the close relationship with the lecturer, the writer of acknowledgment reflects self identity and plays a role a student who appreciates one of his lecturers itself.

While the salience identity reflected by the writer in expressing gratitude towards advisor is also categorized as affective commitment. He also shows emotional investment in maintaining the relationship with the advisor. The writer of acknowledgment projects himself in particular role. The way he chooses the dictions and describes the advisor shows that there is a superior and subordinate relationship. In this part, the writer of acknowledgment reflects self identity in which he plays a role as mentee, while the advisor plays a role as a mentor. It can be seen from the use of the word "me" in his acknowledgment. The word "me" in

this case is the reflection of self view in particular role. The “me” (or object) is all the learned perspectives a person takes towards herself and the attitude the “me” assumes toward one’s own person, especially when taking the role of the other.

Here are the social languages used by the writer of acknowledgment are described below:

Table 3.5 grammatical units in theses acknowledgment

Utterance	Unit
Lead	Verb
Critical	adjective
Valuable	Adjective

Datum 3.6

All the fights and cooperation of Advanced Debate Community (ADC) members teaches me friendship and hard work.

The gratitude expression applied by the writer of acknowledgment above shows an appreciation to the parties. The writer does not mention such a gratitude word, but there are some specific words that indicate a politeness. It can be seen from the phrase “..... teaches me friendship and hard work.” It implicitly shows that the writer gives thank for the contribution and lesson he got from ADC. The way the writer delivers gratitude expression to ADC members is defined as his sense of worth and is associated with respect and self image. Besides, it is related with self identity of the writer itself. The relation between face and his self identity is viewed in the aspect: self as an individual (individual identity), self as a group member (collective identity) and self in relationship with others (relational

identity). Therefore this kind of gratitude expression is classified as **management of face**.

The salient identity reflected by the writer of acknowledgment is categorized as **affective commitment**. It is because the writer personally shows emotional investment in relationship with them. This self reflection is a part of reflexive action, stemming primarily from his interaction with other members. Another self reflection can be seen from the use of the word “me” in his acknowledgment. The word “me” in this case is the reflection of self view in particular role. The “me” (or object) is all the learned perspectives a person takes towards herself and the attitude the “me” assumes toward one’s own person, especially when taking the role of the other.

Besides, the situated identity he projects in this context shows his role as a member of group, in this case Advanced Debate Community (ADC). It can be seen from the social language or his style of language that enact particular identity. The social language itself can be identified from grammatical units used by the writer itself. Here are the grammatical units.

Table 3.6 grammatical units in theses acknowledgment

Utterance	Unit
Fight	Noun
Cooperation	Noun
Teaches me	phrase
Friendship	Noun
Hard work	Noun

Acknowledgment 4

Datum 4.4

My wholehearted gratitude is delivered to my beloved father and mother for letting me study in this university. It seems to be impossible without your support and motivation. I love you very much. I dedicate this masterpiece to you. My big thank also goes to my families, especially om Mansur, Ali Husni, Rudi, bibiNitun, Latifah, Dhila, mbk. Fia, and mbk Surya. Thanks for the support.

In expressing gratitude towards family, the writer of acknowledgment uses the lexical items which are mostly general and everyday words. For instance, the writer is less specific about the kind of ‘support’ his parents and relatives make to his work than he is about the contributions of, for instance, his supervisor. This may be because the writer sees their family) support as not directly academic in nature and hence the need not to flag it here. With regards to sentence structure, the reflections are comparatively short and less complex and flag it here. With regards to sentence structure, the reflections are comparatively short and less complex and everyday chatty expressions.

In addition, the use of the second person pronouns *you* and *your* to directly refer to his addressees, a more personal and conversational tone to this move is presented. This gives this part of the text an emotional and a more interactive coloring, thus we know that the writer tried to be friendly and give emotional tone to foreground their commitment to their kinships and the members of their extended family. At the discursal level, the writer of acknowledgment addresses

his family member by mentioning the nick name and it is also followed by the common term, such as “om”, “bibi”, and “mbak.” The indirectness used previously to perform the speech act of thanksgiving is now replaced with direct conversational expressions.

The use that kind of term and diction is aimed to maintain the relationship between him and the parties mentioned above. The way he uses that gratitude expression and appreciates the family members shows that he applies the rapport management of face to show the management of harmony and to manage social interaction with them. In addition, this categorization is due to the fact that the writer of acknowledgment projects himself as a part of family member. To show a respect and appreciation to his families, he decided to choose that appropriate words. That rapport management model is also defined her sense of worth, dignity, identity and associated with a respect, reputation and status of the writer of acknowledgment itself. Thus, this kind of expressing appreciation and gratitude towards those parties is categorized as **management of face**. The relation between face and the writer’s self identity is viewed in three respects:

- 1) Self as an individual (individual identity)
- 2) Self as a group member (collective identity)
- 3) Self in relationship with others (relational identity)

On the other hand, this kind of expressing gratitude towards party, in this case the family members, is also categorized as **management of interactional goals**. It is because there is an interactional purpose made by the writer of acknowledgment in order to respect and appreciate the support and contribution given by the family

members. The writer of acknowledgment here tries to build positive rapport towards his families, since thanking expression is uttered to reflect someone's pleasure for some kind of a verbal or non-verbal act done by the H and they enhance the relation between the interlocutors. Besides, the writer of acknowledgment here also wants to create harmony between her and the advisor. It is important to express credit and gratitude towards them since they take a big role in providing advices, suggestion and comments during finishing the thesis. Therefore, the goal of the interaction here is to highly respect and appreciate her.

In showing gratitude expression towards the family members, the writer of acknowledgment reflects different identities to show his role in that family. He acts in the context of social interaction name one another and themselves in the sense of recognizing one another as occupants of positions (roles). His identities is composed of the self-views that emerge from the reflexive activity of self categorization or identification in terms of membership in particular group or roles. The interaction he makes through gratitude expression is the reflection of himself, his action, and the relationship with others.

The self reflection of the writer of acknowledgment can be seen from the components he uses in formulating and dedicating the gratitude expression itself. The components are like the use of the word "I", "you" and "your" in that acknowledgment. The word "I" (or the subject) is dynamic, novel, spontaneous aspect of the self that constitutes the individual as knower and actor. The writer of acknowledgment here reflects herself as an individual who has common relationship with the family member, but still maintain a respect and appreciate

them. The use of the second person pronouns *you* and *your* to directly refer to his addressees, a more personal and conversational tone to this move is presented.

Those chosen words show that the writer of acknowledgment highly maintains a close relationship with the members of family.

The gratitude expression and the appreciation indicating politeness reflects self identity which can be seen from the dimension of one's commitment to the identity. In this part, the identity of the writer of acknowledgment is identified as the extensiveness of the interactions he has in a social network through particular identity. In other word, this kind of expression and interaction made by the writer is categorized as **interactional commitment**. Since the writer of acknowledgment applies different situated identities, he plays many roles in maintaining the relationship with his family members. The overall picture is that the writer enacts the role of a family man, that is, a son, brother, nephew and cousin. The filial bond that exists between his family and himself is clearly expressed here.

The different identities reflects by the writer are based on setting and the social language of the writer itself. The social language here refers to the different style of language that the writer uses to project herself and recognize different identities in different setting. The social language used by the writer of acknowledgment can be identified through the aspect of grammar, such as the units of nouns, verbs, phrases, and clauses. The grammatical units used by the writer of acknowledgments are described below:

Table 3.7 grammatical units in theses acknowledgment

The utterance	Unit
wholehearted	Phrase

gratitude	
beloved father and mother	Phrase
impossible	Adjective
Support	Noun
Motivation	Noun
Dedicate	Verb
Masterpiece	Noun
Big thanks	Phrase

Those grammatical resources indicate close relationship between the writer of acknowledgment. The choice of words above also shows the involvement of family members in supporting and motivating the writer of acknowledgment itself. Due to big support given by the family members, the writer expresses credits and appreciation towards them and reflects herself as a family man who shows such interactional commitment to them. It can be seen from the extensiveness of the interactions he has in a social network or the number of persons one interacts with based on identity. Thus, we know those grammatical units reflect situated identity projected by the writer of acknowledgment itself. In this case, the writer reflects himself as a family man, a son, brother, and nephew.

Datum 4.6

Great thank is also granted to my beloved lecturer, RibutWahyudi, M.Ed., for the inspiring advice and suggestion during personal thesis consultation. I owe you favor, Sir, and may Allah repay it with His greater grace and mercy.

In expressing credits towards party, the writer of acknowledgments uses some appropriate and specific words to show such a great respect, appreciation

and compliment to him. It can be seen from the words appeared in this datum, such as “granted”, “beloved”, “inspiring”, “owe”, “favor”, “repay”, “greater”, “grace”, and “mercy.” Those specific words are also used to maintain a kind of public self-image that belongs to the person itself. From that point, we know that they indicate politeness since they are related to face concerns that basically represent human being’s desire for approval and autonomy in their actions, respectively.

In addition, those various uses of language are also used to manage the social interaction, referring to management of harmony-disharmony between the writer of acknowledgment and the particular party mentioned above. He tries to maintain social interaction with the lecturer itself and manage close relationship with him. The way the writer of acknowledgment chooses those words and expresses gratitude toward the lecturer shows his sense of worth, dignity, and identity, and is associated with issue such as respect, status, and competence. Thus, we know that this kind of gratitude expression is categorized as **management of face**.

The management of face applied by the writer of acknowledgment is used to show such a great respect and appreciation towards the lecturer. Furthermore, it is related with the status and self identity of the writer of acknowledgment. The relation between face and his self-identity is viewed in the respects: self as an individual (individual identity) and self in relationship with others (relational identity). In this kind of gratitude expression, the writer plays a role as an individual, as a student, and has a social interaction with the lecturer itself.

This part of gratitude expression is also categorized as **management of sociality rights and obligations**. The reason is because there are some social rights and obligations result in some behavioral expectations for the self and another interlocutor. They (writer and lecturer) develop behavioral expectation in relation to their perceived sociality right and obligation. The behavioral expectation here is associated with social and role position. In this case, it can be shown from the highly formal relationship between lecturer and student. They indeed maintain superior-subordinate relationship in which the lecturer is as a mentor, while the writer is as a mentee and student.

It can be seen that there is a role position appeared in this kind of interaction. The gratitude expression used by the writer of acknowledgment is very polite and enacts the superior-subordinator relationship that is characteristic of the mentor mentee relationship maintained in this acknowledgment. This category can be identified from the statement “*Great thank is also granted to my beloved lecturer, RibutWahyudi, M.Ed.*” The word “great”, “granted”, and “beloved lecturer” shows that the writer of acknowledgment really maintains a highly formal relationship with the lecturer.

Besides, the Title + Full form of Name (TFFN) mentioned by the writer of acknowledgment is heavily post-modified with locative and descriptive phrases, “*mybeloved lecturer, RibutWahyudi, M.Ed.*” This address form shows that the writer defers to the lecturer and thus assumes a role identity of a subordinator or a mentee. This kind of way of expressing gratitude to party who contributes during

finishing the thesis indicates social relationship between them. Therefore, it is also categorized as **sociality rights and obligations** model.

In identity reflection, the writer of acknowledgment projects himself in particular ways in relation to another person. He positions himself as a student and mentee in this case. The self identities he reflects are composed of the self-views that emerge from the reflexive activity of self categorization or identification in particular roles. The self here is a reflexive action, stemming primarily from a person's interactions with others. It can be seen from the component used by the writer of acknowledgment itself. One of those is the use of the word "I" in that part. The word "I" (or the subject) is dynamic, novel, spontaneous aspect of the self that constitutes the individual as knower and actor. The writer of acknowledgment here reflects herself as an individual who has formal relationship with lecturer.

In addition, the way the writer reflects his self identity in gratitude expression is also classified as **affective commitment**. It is because the writer shows such emotional investment premised on that identity which is expressed through the social language. In this datum, the acknowledgment has his own characteristics in using social language. He uses some specific and formal words to express his credits towards the lecturer. The reflection of self identity portrayed in emotional investment can be seen from the grammatical resources used by the writer. The grammatical resources or units in this datum are described below.

Table 3.8 grammatical units in theses acknowledgment

Utterance	Unit
Great thank	phrase

granted	verb
Beloved teacher	phrase
Owe	verb
Favor	Noun
Repay	verb

Datum 4.8

*I also don't **forget** to say thanks a lot to my best friends, emergency community, Gost.P community, English Community in PondokPesantrenBanyuanyar (BEC, BEB, BLESS, BFEC), Darwis members, ADC troops, FKMSB mates, AIESECers, LPKM, MAMNU, KampoengSinao, and other friends that I could not mention individually. You must have been my inspiration during my educational and professional adventure in my life.*

In datum 4.8, the writer of acknowledgment uses various uses of language in managing the social interaction among parties. The gratitude expression showed by the writer is associated with the status, respect and reputation of himself. He used common words to give thanks to the parties. It shows the common relationship maintained by the writer of acknowledgment itself. Since this kind of gratitude expression is related with people's sense of worth, respect, status and reputation, thus it is categorized as **management face**. The relation between face and person self identity is viewed in three respects: self as individual (individual identity), self as a group member (collective identity), and self in relationship with others (relational identity).

On the other hand, it is also categorized as **management of interactional goals**. The reason is because there is a purpose of interaction established by the writer itself to respect and appreciate the parties. The aim of interaction applied by

the writer is a kind of relational interaction. It can be shown from the close relationship maintained by the writer and the group members above through the common expression. The writer showed his solidarity among members by using common words. It indicates that they are very close. Therefore, it is also classified as management of interactional goals.

In projecting his self identity, the writer shows salient identity from the dimension of **affective commitment**. The writer of acknowledgment here shows how emotionally close he is to the parties mention above. Besides, the reflection of his self identity can be seen from the component of pronoun he used. The component he used in this datum in “I”. The word “I” (or subject) is the dynamic, novel, spontaneous aspect of the self that constitutes the individual as knower and actor. Besides the “I” assumes towards one’s own person, especially when taking role of the other. Hence, the word “I” here strengthen himself as a person who plays a role as a group member and individual.

Acknowledgment 5

Datum 5.3

*My **thank** goes to my supervisor, Deny EfitaNurRakhmawati, who has **patiently and consistently** guided me.*

In datum 5.3, the writer of acknowledgment expresses gratitude towards supervisor. The complexity of vocabulary is reduced in the part. However, the writer still maintains a formal tone nonetheless. The politeness marker “my thanks goes to my supervisor...” is again used here for supervisor the writer addresses in this paragraph. However, ‘gratitude’ is substituted for ‘thank’ and there is no

adjective to intensify the act of thanking. It nonetheless reduces the deferential tone of this part. Besides, the writer of acknowledgment here also does not mention the full title of the supervisor. It shows that the relationship between them is not formal as the previous datum in excerpt 3. The way of expressing gratitude towards supervisor here may be due to the fact that the writer puts less value on the contribution of the supervisor. However, the writer of acknowledgment here still maintains the formality which can be seen from the use of the phrase “..who has patiently and consistently guided me.” This formal relationship shows the superior-subordinator relationship that is characteristic of the mentor mentee relationship maintained in this acknowledgment.

The gratitude expression in datum 5.3 here is classified as **management sociality rights and obligations**. The reason is because there is a behavior expectation resulted for the self and another interlocutor, the breach of which may cause some interactional and interpersonal problems. The behavioral characteristic and the expectation of the writer can be seen from the degree of closeness-distance in relations. Besides, it is also associated with social and role position. In this case, it can be shown from the formal relationship between supervisor and student. They indeed maintain superior-subordinate relationship in which the advisor is as a mentor, while the writer is as a mentee.

The way the writer of acknowledgment expresses gratitude here reflects a self identity in which the writer here showed the respect of herself as an individual towards the supervisor. The reflection of self view in particular role can be identified from the use of “me” in the acknowledgment itself. The “me” (or

object) is all the learned perspectives a person takes towards herself and the attitude the “me” assumes toward one’s own person, especially when taking the role of the other, while for the salience identity in this acknowledgment is identified as **affective commitment**. It is because the writer of acknowledgment shows his emotional investment in relationship premised on the reflection of his identity and how close his relationship is to the individual (supervisor). The closeness and formality can be seen from the way the writer mention his advisor in the acknowledgment and choose appropriate dictions to reflect the relationship between him and the advisor. Therefore, it reflects his self identity and the writer plays a role as a student and mentee in this case.

In projecting his situated identity, the writer applies social languages in expressing his credits and appreciation towards the advisor. The social languages are identified through the grammatical units used by the writer itself. The details of grammatical units are below:

Table 3.9 grammatical units in theses acknowledgment

The utterance	Unit
Sincere	Adjective
Gratitude	Noun
Encouragement	Noun
Direction	Noun
Insight	Noun
Expertise	Noun
Dedication	Noun
Importantly	Adverb
Kindness	Noun
Generosity	Noun

Datum 5.5

*My **thank** goes my Bunch Bitch Community; Didin, Robet, MbakWina, Bela, Jarije, Ela and Alfa. All of them have **taught me** that great friends are not those who stand together for the same ideology, but the very ideologically different people who can stand tall together for their great tolerance.*

In datum 5.5, the writer shows such a great appreciation and thanks to the members of his community. In expressing gratitude, the writer of acknowledgment uses daily expression and complex words. However, the writer is more emotional in delivering the gratitude expression. It can be seen from various ways in showing the close relationship. Besides, the close relationship and solidarity between him and his close friends can be seen from the way the writer mentioned the nick name of the member itself. It clearly represents a very close relationship and indicated politeness. The writer of acknowledgment maintains the closeness and a friendly and emotional tone to foreground his commitment to his kinships and tolerance of friendship. The writer also hopes that the friendship will be lasting and stand together. Therefore, it is classified as **management interactional goals**.

In reflecting his self identity, the writer of acknowledgment plays a role as a group member. The reflection of self view in particular role can be identified from the use of “me” in phrase “*All of them have **taught me***”. The “me” (or object) is all the learned perspectives a person takes towards herself and the attitude the “me” assumes toward one’s own person, especially when taking the

role of the other, while for the salience identity in this acknowledgment is identified as **affective commitment**. It is because the writer of acknowledgment shows his emotional investment in relationship premised on the reflection of his identity and how emotionally close he is to other members in the role of relationship. The closeness and solidarity can be seen from the way the writer mention his friends' nickname in the acknowledgment and choose appropriate dictions to reflect the relationship between him and the members. Therefore, it reflects his self identity and the writer plays a role as a friend and group member in this case.

Datum 5.7

*You who once **made my life so beautiful** “How are you? It’s been a long day”.*

In this datum, the writer of acknowledgment expresses such a special gratitude implicitly. The writer carefully chooses the appropriate words to express his feeling towards the unknown person who has contributed and inspired him. It can be seen from the phrase “...made my life so beautiful”. The way the writer shows that feeling marked individualizing trait to someone and it is used to express lack of necessity or obligation. This kind of interaction is aimed what the writer thinks of that person will be answered soon. This mark can be seen from the phrase “*How are you? It’s been a long day*”. It clearly stated that the writer of acknowledgment has a special relationship with the unknown person above.

Therefore, it is classified as **management of interactional goals**.

The reflection of self identity in this part is profoundly abstract. From the way he expresses his feeling, he can play a role as the one who have a close relationship with someone but in far distance or plays a role as the one who secretly admires a person who just can show his true feeling and missing from a writing stated here. The salient identity here is being invoked in an interactional situation that allows some agency or choice. The salience itself is classifies as **affective commitment**. It is because the writer of acknowledgment reflects himself as a person who adores or misses someone and show emotional investment in the relationship with that unknown person.

Acknowledgment 6

Datum 6.7

This quest of restless thought would never be done without Prof. Dr. Azhar Ibrahim Alwee.

In this datum, the writer of acknowledgment shows such a great gratitude to the party, in this case the lecture, implicitly. She does not use the clear word indicating gratitude such as “thank” or “gratitude”. In expressing his appreciation to the lecturer, the writer of acknowledgments uses appropriate and specific word and phrase to show such a great respect, appreciation and compliment to him. It can be seen from the phrase “*This quest of restless thought would never be done..*”. This specific phrase is also used to maintain a kind of public self-image that belongs to the person itself. From that point, we know that they indicate politeness since they are related to face concerns that basically represents human being’s desire for approval and autonomy in their actions, respectively.

In addition, those various uses of language are also used to manage the social interaction, referring to management of harmony-disharmony between the writer of acknowledgment and the particular party mentioned above. She tries to maintain social interaction with the lecturer itself and manage close relationship with him. The way the writer of acknowledgment chooses those words and expresses gratitude towards the lecturer shows his sense of worth, dignity, and identity, and is associated with issue such as respect, status, and competence. Thus, we know that this kind of gratitude expression is categorized as **management of face**.

The management of face applied by the writer of acknowledgment is used to show such a great respect and appreciation towards the lecturer. Furthermore, it is related to the status and self identity of the writer of acknowledgment. The relation between face and his self-identity is viewed in the respects: self as an individual (individual identity) and self in relationship with others (relational identity). In this kind of gratitude expression, the writer played a role as an individual, as a student, and had a social interaction with the lecturer itself.

This part of gratitude expression is also categorized as **management of sociality rights and obligations**. The reason is because there are some social rights and obligations result in some behavioral expectations for the self and another interlocutor. They (writer and lecturer) develop behavioral expectation in relation to their perceived sociality right and obligation. The behavioral expectation here is associated with social and role position. In this case, it can be shown from the highly formal relationship between lecturer and student. They

indeed maintain superior-subordinate relationship in which the lecturer is as a mentor, while the writer is as a mentee and student.

It can be seen that there is a role position appeared in this kind of interaction. The appreciation used by the writer of acknowledgment is very polite and enacts the superior-subordinator relationship that is the characteristic of the mentor mentee relationship maintained in this acknowledgment. This category can be identified from the statement “*This quest of restless thought would never be done without Prof. Dr. Azhar Ibrahim Alwee*”. The phrase “this quest of restless thought would never be done” shows that the writer of acknowledgment really maintained a formal relationship with the lecturer.

Besides, the Title + Full form of Name (TFFN) mentioned by the writer of acknowledgment is heavily post-modified with locative and descriptive phrases, “*without Prof. Dr. Azhar Ibrahim Alwee*” This address form showed that the writer is different from the lecturer and thus assumed a role identity of a subordinator or a mentee. This kind of way of expressing gratitude to party who contributes during finishing the thesis indicated social relationship between them. Therefore, it is also categorized as **sociality rights and obligations** model.

In identity reflection, the writer of acknowledgment projects himself in particular ways in relation to another person. He positions himself as a student and mentee in this case. The self identities he reflects are composed of the self-views that emerge from the reflexive activity of self categorization or identification in particular roles. The self here is a reflexive action, stemming primarily from a

person's interactions with others. The writer of acknowledgment here reflects herself as an individual who has formal relationship with lecturer.

In addition, the way the writer reflects his self identity in gratitude expression is also classified as **affective commitment**. It is because the writer shows such emotional investment premised on that identity which is expressed through the social language. In this datum, the acknowledgment has his own characteristics in using social language. He uses some specific and formal words to express his credits towards the lecturer. The reflection of self identity portrayed in emotional investment can be seen from the grammatical resources used by the writer. The grammatical resources or units in this datum are described below.

Table 3.10 grammatical units in theses acknowledgment

Utterance	unit
<i>This quest of restless thought would never be done</i>	Clause

Datum 6.9

I must also thank to Momentum Institute teachers who give me perennial advices of social sciences.

In expressing gratitude towards party, the writer of acknowledgment uses daily expression, such as “thank”, but it is followed by the modal “must”. Hence we know that this expression is seriously important. The way the writer gives thanks to the writer is aimed to maintain formal relationship with the party mentioned above. It shows such a great appreciation to the party who contributed and supported her. In managing the interaction the writer applied **management of**

face because she establishes a sense of worth, respect, status and reputation in this case. Besides, she shows the relation between face and self identity in some respect. She views herself as an individual and in relationship with others. Therefore, it is classified as management of face.

Inprojecting her self-identity, the writer reflects herself as a part of institution and shows the emotional investment of the relationship among them. He directly uses the pronoun “I” which indicates that it is dynamic, novel, spontaneous aspect of the self that constitutes the individual as knower and actor and “me” (or object) which is all the learned perspectives a person takes toward him. The “I” assumes towards one’s own person, especially when taking role of the other. Hence, the word “I” here strengthen himself as a person who plays a role as an individual. The salient identity projected by the writer of acknowledgment is classified as **affective commitment**. It is because the writer of acknowledgment shows such emotional investment to respect and appreciate the parties’ contribution.

Acknowledgment 7

Datum 7.4

*My **deepest gratitude** is to all lecturers at English Language and Letters Department, especially IbuIstiadah, IbuSyafiyah, BapakMiftahul Huda, Bapak, IbuUlilFitriyah, IbuLina, and all of lecturer in Humanities Faculty.*

The way the writer of acknowledgment expresses gratitude towards the lectures is stated clearly. He uses specific words to show his appreciation to them and chose them appropriately. Those specific words are like “deepest gratitude”, “ibu” and “bapak”. Those words above are used to maintain formal relationship among them and respect their contribution and support. The term “ibu” and “bapak” indeed indicates politeness and formal relationship. The writer of acknowledgment here established social interaction and showed role position among them. In this case, there is actually superior-subordinate relationship between him and his lectures above. He plays a role as student and mentee, while the lectures play a role as mentor and teacher.

To respect them, the writer of acknowledgment decides to use the gratitude expression by using “..deepest gratitude” and mention the term “ibudanbapak”. Those kind of strategy shows the writer really maintains highly formal relationship. Besides, it also refers to the role position of them. The writer establishes interpersonal rapport to maintain a harmony relationship among them. Thus, this kind of gratitude expression is categorized as **management of sociality rights and obligations**. It is because there are some social rights and obligations result in some behavioral expectations for the self and other interlocutors.

In reflecting self identity, the writer of acknowledgment applies emotional investment to maintain the formal relationship. It can be seen from the phrase “..deepest gratitude”. This phrase indicates that the writer of acknowledgment showed how emotionally close he in the role relationship is to the lectures. In this part, he projects himself as a student and mentee, while the lectures plays as

mentor and teacher. Therefore, the identity reflection of him is classified as **affective commitment**.

Datum 7.7

*I do not forget to **say thank you** so much for all the teachers and the staffs of MAN 1 Malang, IbuNiken, IbuLaras, BapakWaluyo, and BapakSubhan, for allowing me to observe in the school.*

In datum m 7.7, the writer of acknowledgment expresses gratitude by using daily expression and common words. Those specific words are like “say” and “thank you”. This kind of gratitude expression shows that the writer maintained formal relationship and is associated with respect, reputation and status. Besides, in establishing formal relationship, he mentioned the term “bapak” and “ibu”. It indicates that the writer of acknowledgment really thanked to the parties above for allowing him to observe in the school for his research. Hence, we know that this kind of gratitude expression is a part of appreciation to them for letting him to conduct a research there. For the term “ibu” and “bapak” are used to respect their allowance and contribution. From that point, the gratitude expression in this datum is classified as **management of face**. This management is defined as people’s sense of worth, dignity and identity and is associated with respect, honour, status, reputation, and competence. The relation between face and his self identity is viewed in some respect: self as an individual (individual identity) and self in relationship with others (relational identity).

In reflecting identity, the writer of acknowledgment shows the extensiveness of interactions he had in a social network through his identity. This kind of dimension of one's commitment to the identity is called as **interactional commitment**. Besides, in projecting his self identity, the writer of acknowledgment shows his reflexive action of self identification in particular role by using the component "I". He directly uses the pronoun "I" which indicates that it is dynamic, novel, spontaneous aspect of the self that constitutes the individual as knower and actor. The "I" assumes towards one's own person, especially when taking role of the other. Hence, the word "I" here strengthens himself as a person who plays a role as an individual.

Datum 7.8

I would like to say thank you for Fitrah, Arif, Akbar, Emal, Dewi, Zunna, and Muyas for the good teamwork and the surviving struggle during the thesis consultation.

In datum 7.8, the writer of acknowledgment delivers gratitude in a formal expression. He uses daily expression to show his relationship. However, the way he mentions his friends shows that he maintains close relationship with them. He decides to use their nickname instead of mentioning full name. This kind of way indicates that the writer of acknowledgment is close to them. The phrase "*.for the good teamwork and the surviving struggle during the thesis consultation*" also shows that he manages the purpose of interaction and wants to create harmony relationship. Therefore, it is categorized as **management of interactional goals**. By having good teamwork and surviving struggle they had been through, the

writer of acknowledgment expects that it will be a good lesson and contribute to their future life.

The salient identity he projects is categorized as **affective commitment**. In this case, he reflects himself as a teammate and shows the emotional investment in relationship premised on that identity. The emotional investment can be seen from the way he mentions his teammate and the lesson he gets from the teamwork in the phrase “*...for the good teamwork and the surviving struggle during the thesis consultation*”. Besides, he projects his self identity more dynamic and personal. It can be seen from the use “I”. The “I” (or subject) is the dynamic, novel, spontaneous aspect of the self that constitutes the individual as knower and actor. From that point, we know that the writer of acknowledgment projects himself as a part of teamwork.

Acknowledgment 8

Datum 8.3

The writer extendgratitudes to the advisor, Mr. Miftahul Huda who has guided me and gives many important ideas during the process of writing this thesis.

In expressing gratitude towards the advisor, the writer of acknowledgment uses specific and formal words to show a great appreciation and thanks to the advisor itself. The specific words are like “extend”, “gratitudes”, and “guided”. These words in the text are also specific and inessence explicitly states the particular way in which the advisor contributes to the work. These specific vocabulary items make this part of acknowledgment a very formal, thereby

establishing a highly formal relationship between the writer and the advisor. He also carefully chooses the appropriate words to reflect their relationship. The highly formal relationship can be seen from the way he projects himself in delivering the gratitude. Here, the writer of acknowledgment tends to project himself by using “the writer” rather than using another pronoun such I, or the other. This kind of way reflects that he tries to build formality.

However, in mentioning the advisor, the writer tended to use “Mr” and followed by full name, but does not mention the title of the advisor. This way shows that the writer has a close relationship with the advisor and still maintains the formality in social interaction because the advisor here plays a role as a mentor, while the writer is a mentee. Thus, we know that the writer of acknowledgment applied the **management of sociality rights and obligations**.

In projecting the self identity as a mentee, the writer of acknowledgment employs **affective commitment**. It can be seen from the emotional investment he expresses through gratitude expression itself. The emotional investment in that part can be identified from the way he extends the gratitude and appreciates the advisor. Besides, the situated identity of the writer can be identified from the social language used by the writer itself. The social language here is the various use of language and the style of language that he used to enact and recognize particular identity. In projecting his self identity, the writer uses the “me” in phrase “.has guided me”. This grammatical unit shows that the “me” (or object) is all the learned perspective a person takes toward him.

Acknowledgment 9

Datum 9.5

*I would like to **thank** to Miftahulhuda, M.Pd, as the thesis advisor whose support and guidance made my thesis work possible. He has been actively interested in my work and has always been available to advise me. I am very grateful for his patience, motivation, enthusiasm and immense knowledge in literary criticism.*

In expressing the gratitude towards advisor, the writer uses complex vocabulary, such as thank, gratitude, support, possible, actively interested in, available, grateful, enthusiasm, and immense. These and other words in the text are also specific and in essence explicitly states the particular way in which the supervisor contributes to the work. Those complex and specific vocabulary items make this part very formal. It aims to establish a highly formal relationship between the writer and the advisor. Here, the writer projects himself as a mentee addressing his mentor and carefully chooses her words to reflect this relationship.

Besides, the writer employs indirectness to perform the speech act of thanksgiving, thereby maintaining distance between the advisor and the writer. It can be seen from the expression, “*I would like to **thank** to Miftahulhuda, M.Pd, as the thesis advisor.*” in which this expression is very polite and enacts the superior-subordinator relationship that is characteristic of the mentor mentee relationship maintained in this acknowledgment. The word sincere here shows that the writer,

as a mentee, is extremely grateful to her advisor for her guidance during finishing the thesis.

The address form used for the advisor, as is given below, consists of Title + Full form of Name (TFFN) and is heavily post-modified with locative and descriptive phrases, "*Miftahulhuda, M.Pd., as the thesis advisor*". By this address form, the writer defers to the advisor and thus assumes a role identity of a subordinator or a mentee. This kind of way of expressing gratitude to party who contributes during finishing the thesis indicates social relationship between them. Therefore, it is categorized as **sociality right and obligation right model** because they (writer and advisor) develop behavioral expectation in relation to their perceived sociality right and obligation. The behavioral expectation here is associated with social and role position. In this case, it can be shown from the highly formal relationship between advisor and student. They indeed maintain superior-subordinate relationship in which the advisor is as a mentor, while the writer is as a mentee.

On the other hand, this kind of expressing gratitude towards party, in this case advisor, is also categorized as management of interactional goals. It is because there is an interactional purpose made by the writer of acknowledgment in order to respect and appreciate the support and contribution given by the advisor. The writer of acknowledgment here tries to build positive rapport towards the advisor, since thanking expression is uttered to reflect someone's pleasure for some kind of a verbal or non-verbal act done by the H and they enhance the relation between the interlocutors. Besides, the writer of acknowledgment here

also wants to create harmony between her and the advisor. It is important to express credit and gratitude towards advisor since she takes a big role in providing advices, suggestion and comments during finishing the thesis. Therefore, the goal of the interaction here is to highly respect and appreciate him.

The salience identity reflected by the writer in this acknowledgment can be seen from the dimension of **affective commitment**. This affective commitment means that the person shows emotional investment in relationships premised on the identity. In this case, the writer of acknowledgment expresses how emotionally close in the role relationship is to the individual (advisor). She reflects her self-identity in particular way. It can be seen from the choice of words she uses to express and appreciate the advisor. The emotional investment or feeling can be identified from the word sincere, gratitude, encouragement, direction, insight, expertise and dedication. It shows how important and great she is in guiding and giving valuable feedback to her. Therefore, the writer of acknowledgment here show an emotional feeling of respecting and appreciating the advisor.

As Mead said that the self is a phenomenon of the human mind born out of reflexive action, stemming primarily from a person's interactions with others. In this part of acknowledgment, the writer projects the self by using the word "I". The word "I" (or the subject) is dynamic, novel, spontaneous aspect of the self that constitutes the individual as knower and actor. The writer of acknowledgment here reflects herself as an individual who has formal relationship with the mentor (advisor).

While for the social language used by the writer of acknowledgment can be seen from the grammatical features. The aspects of grammar units are like nouns, verbs, phrases, and clauses. These grammatical units can attribute situated identity and specific activities to the utterances. Here are the grammatical units used by the writer:

Utterance	Unit	Utterance	Unit
Thank	Verb	Actively interested in..	Phrase
Gratitude	Noun	Available	Adjective
Support	Noun	Grateful	Adjective
Possible	Adjective	Enthusiasm	Noun
Immense	Noun		

Acknowledgment 10

Datum 10.5

My sincerest gratitude also goes to my friends, in English Letters and Language Department 2012 especially my close friends, NurafneeSulong, NadyaAlfifauziyah and FildiCheliaGinasya who always support each other for our thesis. And my friends from Thailand who learn in this University we cannot mentioned one by one.

In expressing gratitude towards the parties, in this case friend, the writer maintains close relationship with her friends. It can be seen from the way she mentions her friend's name and delivers gratitude and appreciation to them. Mentioning the nickname of her friends shows that the writer tries to establish formality and interactional purpose of having this close relationship. The purpose of this kind of interaction means that the writer wants to build such a great

relationship which supported each other. Thus, this kind of gratitude expression is categorized as **management of interactional goals**.

In projected he self identity, the writer applies the dimension of **affective commitment**. She reflects her self identity as a close friend or individual by showing emotional investment as stated in the text “sincerest gratitude”. It shows how emotionally close she is to her close friends. Besides, in this case she plays a role as a individual who thanks for the support and contribution of her friends.

Acknowledgment 11

Datum 11.4

*My **thank** also goes to my parents and all families, especially buTutik, omIsro', cakNurul, cakRoziq, adik Kiki, Devi, and Rafy, also my senior mbakYuni and cakBagus, who have advised and helped me during writing this thesis.*

In expressing gratitude towards family, the writer of acknowledgment uses the specific words which are mostly general and everyday words. For instance, the writer is less specific about the kind of ‘support’ his parents and relatives make to his work than he is about the contributions of, for instance, his supervisor. This may be because the writer sees their family support as not directly academic in nature and hence the need not to flag it here. With regards to sentence structure, the reflections are comparatively short and less complex and flag it here. With regards to sentence structure, the reflections are comparatively short and less complex and everyday chatty expressions.

In addition, in addressing gratitude towards families, the writer of acknowledgment addresses his family member by mentioning the nick name and it is also followed by the common term, such as “cak”, “mbak”, “adik”, “om”, and “bu”. The indirectness used previously to perform the speech act of thanksgiving is now replaced with direct conversational expressions.

The use that kind of term and diction is aimed to maintain the relationship between her and the parties mentioned above. The way she uses that gratitude expression and appreciates the family members shows that she applies the rapport management of face to show the management of harmony and to manage social interaction with them. In addition, this categorization is due to the fact that the writer of acknowledgment projects himself as a part of family member. To show a respect and appreciation to his families, he decided to choose that appropriate words. That rapport management model is also defined her sense of worth, dignity, identity and associated with a respect, reputation and status of the writer of acknowledgment itself. Thus, this kind of expressing appreciation and gratitude towards those parties is categorized as **management of face**. In this case, the writer plays a role as an individual, group member and in relationship with others.

On the other hand, this kind of expressing gratitude towards party, in this case the family members, is also categorized as **management of interactional goals**. It is because there is an interactional purpose made by the writer of acknowledgment in order to respect and appreciate the support and contribution given by the family members. Besides, the writer of acknowledgment here also wants to create harmony between her and the family members. It is important to express credit

and gratitude towards them since they take a big role in supporting, motivating and helping the writer during his study. Therefore, the goal of the interaction here is to highly respect and appreciate the family members.

In showing gratitude expression towards the family members, the writer of acknowledgment reflects different identities to show his role in that family. She acts in the context of social interaction name one another and themselves in the sense of recognizing one another as occupants of positions (roles). Her identities is composed of the self-views that emerge from the reflexive activity of self categorization or identification in terms of membership in particular group or roles. The interaction he makes through gratitude expression is the reflection of herself, her action, and the relationship with others.

The gratitude expression and the appreciation indicating politeness reflects self identity which can be seen from the dimension of one's commitment to the identity. In this part, the identity of the writer of acknowledgment is identified as the extensiveness of the interactions she has in a social network through particular identity. In other word, this kind of expression and interaction made by the writer is categorized as **interactional commitment**. Since the writer of acknowledgment applies different situated identities, she plays many roles in maintaining the relationship with her family members. The overall picture is that the writer enacts the role of a family member, that is, a daughter, sister, niece and cousin. The filial bond that exists between his family and himself is clearly expressed here.

Acknowledgment 12

Datum 12.5

*The researcher is also **thankful** to her beloved parents Supaken and Lasemi who have been the best **guide** in the world. Then, to all sisters in **womb** for all support, care, and motivation.*

In this datum, the writer of acknowledgment delivers gratitude to the family by using formal and daily expression. The specific word used by the writer is like “thankful”, “guide”, “womb”, “support”, “care”, and “motivation”. The writer of acknowledgment tries to establish formal and close relationship with the family by choosing those words. It indicates his sense of worth, respect, status, and identity. Since the writer is a part of family member, he tries to maintain the polite and harmony relationship. Besides, in expressing the formality, the writer of acknowledgment uses the term “researcher”. It shows that he establishes such formal diction in expressing gratitude, even with the family. Therefore, this kind of model or way is categorized as **management of face**.

In reflecting self identity, the writer of acknowledgment applies the dimension **affective commitment**. He shows the interactional situation by expressing emotional investment. It shows how emotionally close he in the role of relationship is to the particular parties mentioned above. Besides, in this case, the writer of acknowledgment projects his self-identity in three respect: self as an individual (individual identity), self as a group member of family, and self in relationship with other members (relational identity).

3.2 Discussion

This study shows that all the frameworks of rapport management model proposed by Spencer-Oatey (2008) are used in those theses acknowledgment. There are some parts which are more dominant in applying the concept. From the rapport management model applied by the writers, it can be seen the salient identity reflected by them through the writing. There are some of them who also tend to use a dimension dominantly than another one. These findings will be discussed and elaborated below.

The findings reveal those theses acknowledgment have closely similar patterns in applying the rapport management model. However, the differences in term of employing each model are also found. From those findings, it can be seen that in expressing gratitude towards parties, the writers of acknowledgment tend to apply management of face and interaction goals more dominantly than management of sociality rights and obligations.

Generally, from all those theses acknowledgment, the writers tend to apply management of interactional goals and management of face. In applying management of interactional of goals, it determines the rapport of interaction made by writer or speaker. As what Spencer-Oatey stated that there must be interactional goal of conversation or any kind of expression which may be transactional or relational expected by the writers. The purpose of interaction is profoundly important. If the conditions are not satisfied, the interactional purposes may fail to be achieved. Therefore, to create a harmony relationship, the writers of acknowledgment tend to employ this management model.

From the management of interactional goals, it can be seen that the salient identity reflected by the writer is dominantly used affective commitment.

Affective commitment means that the writer shows such emotional investment premised on that identity which is expressed through the social language.

Explicitly, the emotional investment shows how emotionally close in the role relationship is to the individual. Besides, the reflection of self identity portrayed in emotional investment can be seen from the social language used by the writers.

From this affective commitment, the self identity of the writers is more salient since they show the emotional investment. Thus, the probability of its being invoked in an interaction situation that allows some agency or choice is higher.

In the application of management of face, there are also some parts which apply this. However, it is not as many as the management of interactional goals. The management of face here indicates sense of worth, dignity, and identity. Besides, it is also associated with issue such as respect, honor, status reputation and competence of the writers of acknowledgment towards the parties mentioned in theses acknowledgment. Furthermore, it is related with the status and self identity of the writer of acknowledgment. The relation between face and his self-identity is viewed in the respects: self as an individual (individual identity), self as a group member (collective identity) and self in relationship with others (relational identity).

The identity reflection of the writers of acknowledgment who tend to apply management of face is mostly based on affective commitment. It indicates that the writers show emotional investment in relationships premised on identity.

It also shows how emotionally close others in the role of relationship are to individual. In reflecting self as an individual, a group member, and in relationship with others, they prefer to reflect their self identity emotionally. Compared to previous model, the identity reflection identified through this model (management of face) is more emotional since it is related to sense of worth, dignity, and identity, and it also associated with issue such as respect, honor, status reputation and competence of the writers of acknowledgment towards the parties mentioned in these acknowledgment.

The last model, management of sociality rights and obligations, is also applied by the writers of acknowledgment, but it is the least among the other two models. This model is employed to establish interpersonal rapport among the parties. In applying this model, the writer tried to develop behavioral expectation in relation to their perceived sociality right and obligation. The behavioral expectation here is associated with social and role position. In this case, it can be shown from the highly formal relationship between advisor, lecturer and the student. They indeed maintain superior-subordinate relationship in which they play different role and position in social interaction.

In projecting self-identity, it can be seen that their salience of identity is based on interactional commitment. Interactional commitment focuses on the extensiveness of the interactions they have in a social network through their particular identity (or for example the number of persons one interacts with based on the identity). The salient identity they reflect are composed of the self views that emerge from the reflexive activity of self categorization or identification in

particular roles. Since management of sociality rights and obligations is related to the social and role position, the identity reflected by them is more focusing on the extensiveness of the interaction. Hence, the probability of being invoked in an interactional situation that allows some agency or choice is not as high as the other two models explained previously and the self identity is not too salient.

Based on the findings above, there are some theses which are considered as ideal theses acknowledgment which employ the rapport management model in order to create harmony relationship. According to Spencer-Oatey's concept, the harmony relationship can be created by employing the management of face which is related to the status, reputation, respect, and competence of the person itself, management of sociality rights and obligations which refers to the role position and social interaction of the parties and the last is management of interactional goals which means that the person has interactional purpose in his or her interaction with other parties. It is shown in some theses acknowledgment that in the first part of acknowledgment, the writers express gratitude to the Lord and Prophet Muhammad by using specific words, such as Almighty, the greatest of greatest, the role model and others. It shows that the writers have interactional purpose in which they want get the blessings and easiness from God and syafa'at from Prophet Muhammad. Besides, it is also related to the management of face in which they reflect their status, respect and identity. While in applying the management of sociality rights and obligations, it can be shown from the way the writers express gratitude and appreciation toward the advisor, lecturers, and teachers, such as mentioning the full name followed by title and the term "bu" and

“bapak”. They really maintain formal relationship to respect and appreciate their guidance during writing thesis and finishing their study. Those kinds of expressing gratitude towards parties show that they write such ideal theses acknowledgment which applies the concept of rapport management model. It aims to create harmony relationship and interaction among them. Therefore, there will be any misunderstanding and controversial meaning in theses acknowledgment itself.



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter summarizes the findings and the implications for future research on the politeness and identity reflection on these acknowledgment.

4.1 Conclusion

Acknowledgements are the section of academic paper in which they offer students an opportunity to give credit to institutions and individuals who have contributed to their thesis in some way and to make a favorable impression on readers. In writing these acknowledgment, the writers apply the politeness concept to express gratitude, maintain the harmony relationship among the parties mentioned in the acknowledgment and furthermore, it reveals the identity of the acknowledgment's writers.

Based on the analysis above, it can be concluded that in applying the rapport management model proposed by Spencer-Oatey (2008), the writers of acknowledgment tend to apply the model of management of interactional goals and face dominantly. It shows the purpose of interaction made by the writers and the sense of worth, dignity, and identity, and is associated with issue such as respect, status, and competence. On the other hand, the writers of acknowledgment also apply the concept of management of sociality rights and obligations, but it is less than the other two models. This model indicates the social relationship and role position between the writers and the parties mentioned above.

From the management of interactional goals, it can be seen that the self identity reflected by the writer is dominantly used affective commitment. In this affective commitment, the self identity of the writers is more salient since they show the emotional investment. Thus, the probability of its being invoked in an interaction situation that allows some agency or choice is higher.

Similar to management of interactional goals, the identity reflection of the writers of acknowledgment who tend to apply management of face is also mostly based on affective commitment. It indicates that the writers show emotional investment in relationships premised on identity. In reflecting self as an individual, a group member, and in relationship with others, they prefer to reflect their self identity emotionally. However, compared to previous model, the identity reflection identified through this model (management of face) is more emotional since it is related to sense of worth, dignity, and identity, and it also associated with issue such as respect, honor, status reputation and competence of the writers of acknowledgment towards the parties mentioned in theses acknowledgment.

The identity reflection identified from the management of sociality rights and obligations is based on interactional commitment. Interactional commitment focuses on the extensiveness of the interactions they have in a social network through their particular identity. Since management of sociality rights and obligations is related to the social and role position, the identity reflected by them is more focusing on the extensiveness of the interaction. Hence, the probability of being invoked in an interactional situation that allows some agency or choice is

not as high as the other two models explained previously and the self identity is not too salient.

All in all, it can be concluded that these acknowledgment of undergraduate students of UIN Malang employ dominantly the model of management of interactional goals and face in order to create harmony and close relationship with the parties mention in these acknowledgment. Besides, it more related with the status, reputation, competence, sense of worth, dignity and further more associated with identity. The identity reflection identified through those models is more salient since they show the emotional investment in relationship. Hence, the probability of its being invoked in an interactional situation that allows some agency or choice is higher.

4.2 Suggestion

This research investigates the politeness and identity reflection on these acknowledgment of undergraduate students. Based on the findings above, the researcher gives some suggestions for follow-up research or further studies.

From the perspective of object of data, the further researchers may use and compare the data from another department. It is due to the reason that these acknowledgment written by another department may have different characteristics. Hence, there will be another linguistic feature different from the subject analyzed in this research and it will enrich the data. Thus, the data selected from another department will be potential to investigate for further studies.

Besides, the next researchers can consider gender differences of the subject in order to get new findings. This suggestion is due to the reason that basically men and women use different linguistic form even though they belong to the same community. The researcher encourages further studies to continue investigating this topic by employing another theory since it is believed that it may provide different results which can open possibility to obtain new potential findings.



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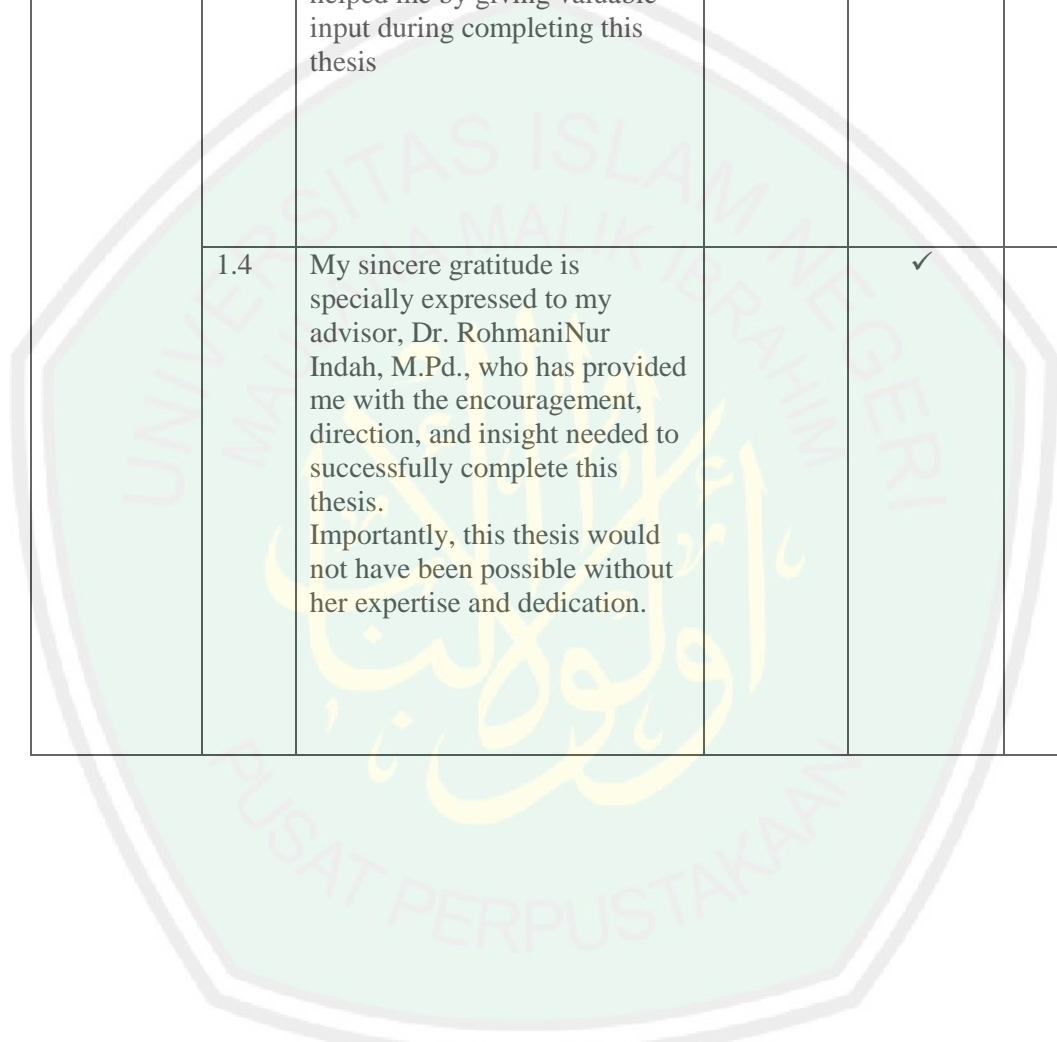
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Appendix A

Politeness and Identity Reflection on Theses Acknowledgment of Undergraduate Students

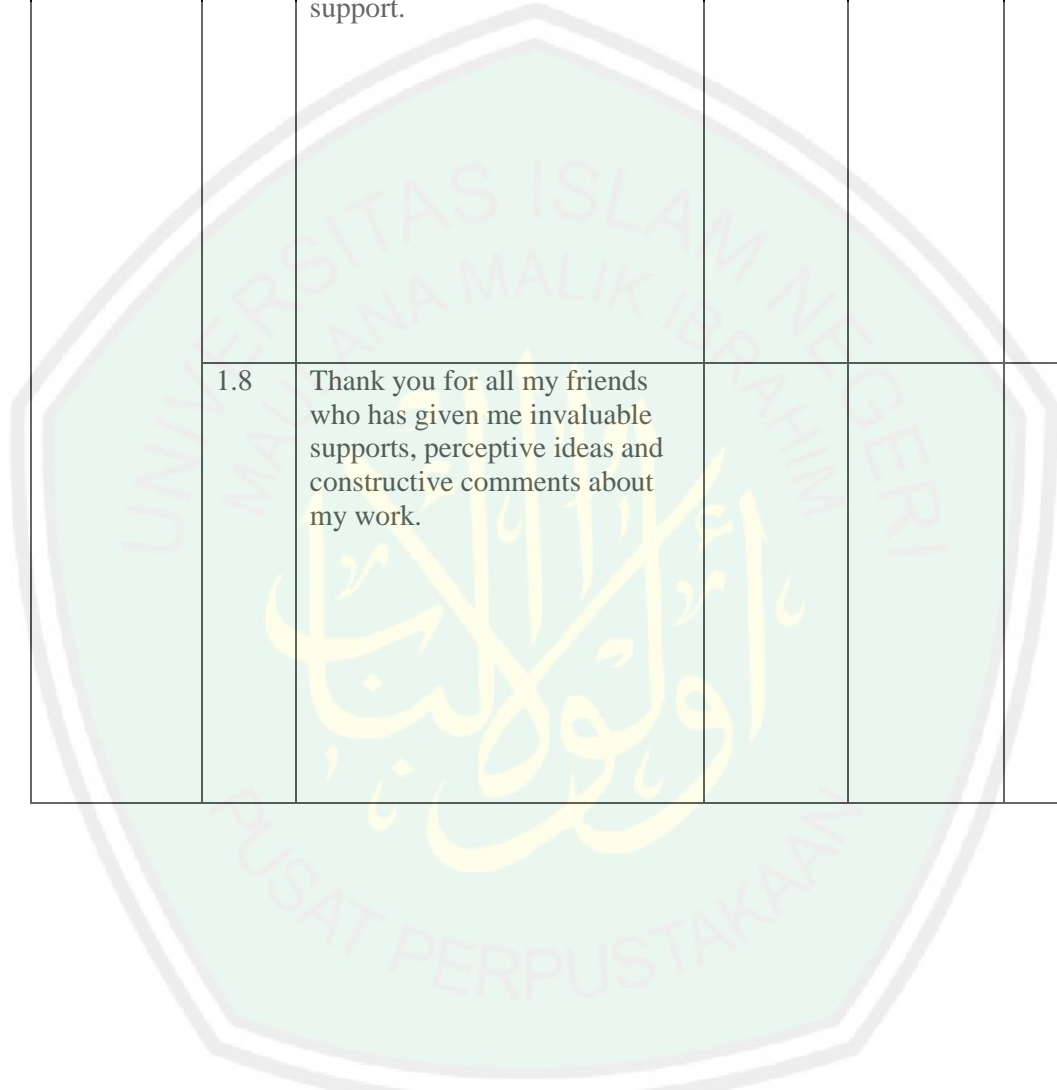
Acknowledgment	Datum	Excerpt	Politeness			Function	Identity		Function
			Rapport Management Model				Interactional commitment	Affective commitment	
			Management of face	Management of sociality rights and obligations	Management of interactional goals				
1 (Title : Pragmatic Impairment of Asperger Syndrome Character in Temple Grandin Movie)	1.1	I would like to say “ <i>Alhamdulillah.</i> ” All praise and gratitude are due to the Great Almighty, Allah for all the blessings he has bestowed upon me.	✓		✓	To express thankfulness and faithfulness towards God. It indicates the special relationship between creature (writer) and God.		✓	To reflect self identity in which he projects himself as a servant of God and closeness between writer of acknowledgment and God.
	1.2	My shalawat and salam be with our glorious prophet Muhammad peace be upon him, may Allah blesses Prophet Muhammad, his family, his	✓		✓	To give compliment and respect a person who has been very meritorious, in this		✓	To show a part of self identity as a follower of Prophet

		companions, and all those who follow his guidance until the day of judgment.				case prophet Muhammad who guide all mankind.			Muhammad and how emotionally close between them.
1.3		I would like to express my gratitude to all those who helped me by giving valuable input during completing this thesis		✓		To express gratitude and compliment to person who helped the writer. It also shows a formal relationship with parties who take a role during completing thesis.	✓		To show the extensiveness of the interactions of person has in social network through self identity.
1.4		My sincere gratitude is specially expressed to my advisor, Dr. RohmaniNur Indah, M.Pd., who has provided me with the encouragement, direction, and insight needed to successfully complete this thesis. Importantly, this thesis would not have been possible without her expertise and dedication.		✓	✓	To express gratitude, appreciate, respect and compliment person who already helped, encouraged, guided, and taught many things. The address form (title + full name) also shows superior-subordinator status (mentor and mentee or lecturer and student) and highly		✓	To project herself as a mentee and reflect person's emotional investment in relationship premised on self identity.



						formal relationship between supervisor and student.			
1.5	My deep gratitude is delivered to the board of examiners, Dr. MeinarniSusilowati, M.Ed., as the examiner and Deny EfitaNurRakhmawati, M.Pd., as the chair, who provide me very valuable feedback such as constructive criticism and suggestion.		✓			To express gratitude and appreciate a person who suggests or gives feedback respectfully. The address form (title + full name) also shows superior-subordinator status (mentor and mentee or lecturer and student) and highly formal relationship between supervisor or reviewer and student.		✓	To show person's emotional investment in relationship reflected on self identity.
1.6	I am extremely grateful to all my teachers and lecturers at the university who have taught me and given me much worth knowledge about everythings.		✓			To thank to person who has already given and taught something good. The writer still maintains a formal tone and puts less value on the	✓		To show the extensiveness of the interactions of person has in social network through self

						contribution of the lectures than supervisor and reviewer.			identity.
1.7	I am also grateful to all of the members of the Faculty of Humanities for their help and support.		✓	✓		To express gratitude to institution who has helped the writer during the study. The writer also maintains formality to the members of Faculty of Humanities, shows a kind of thankfulness to the institution for the help and support.	✓		To show the extensiveness of the interactions a person has in social network through self identity.
1.8	Thank you for all my friends who has given me invaluable supports, perceptive ideas and constructive comments about my work.			✓		To appreciate and thank to parties who have supported the writer. It also shows formal relationship between the writer and the colleagues and the writer hopes the support, ideas, and constructive		✓	To show person's emotional investment in relationship premised on self identity.



						comments given by his friends will give contribution to his work.			
	1.9	My deepest appreciation goes to those with Asperger Syndrome and their families.	✓			To appreciate parties who has inspired the writer. This expression shows a respect and a highly formal relationship between the writer and the people who are being investigated.	✓		To show the role of the interactions a person has in social network.
	1.10	I extend my sincere gratitude to all those who has helped, supported, motivated, and inspired me.			✓	To express gratitude towards people who helped and supported the writer. It also shows formal relationship between the writer and the colleagues and the writer expects the support and inspiration from his friend will never end.	✓		To show the extensiveness of the interactions a person has in social network.
2 (title :	2.1	All praise be to Allah, Lord of the world, king of the king	✓		✓	To express gratitude and		✓	To reflect self identity

Politeness Strategy Used by the Main Character in “Transformer : Age of extinction“ (Movie)						compliment God who blesses the writer and all mankind. It also represent kind of self identity in which in this case the writer praise to God.			and closeness between writer and God.
	2.2	Peace and salutation always be granted to our prophet Muhammad SAW, who has brought Islam as the <i>rahmatanlil-alamin</i> religion.	✓		✓	To appreciate person, in this case prophet Muhammad, who guided all mankind.		✓	To show a part of self identity and the closeness between them.
	2.3	<i>Alhamdulillah</i> <i>robbilamin</i> , because of that divine gift of bestowed from Allah, I am finally able to finish this thesis.	✓		✓	To express thankfulness towards God. It is concerned with self identity that the writer expresses gratitude to God who gives easiness to finish the thesis.		✓	To reflect self identity and show the close relationship between God and the creature.
	2.4	My greatest gratitude goes well to Prof. Dr. H. Mudjia Raharjo, M.Si, as the rector of UIN Maulana Malik Ibrahim Malang, Dr. Hj. Istiadah, MA as the dean of Faculty of Humanities and Dr.		✓		To express gratitude towards institution who helped and supported during study. The address form (title + full	✓		To show the extensiveness of interactions a person has in a social network.

						friendly and emotional tone to foreground his commitment to his kinships and the members of his extended family. It also represents a self identity in which the writer here is a part of family member and the writer shows a respect and thankfulness to the parents and his family member for their support and love.			premised on self identity.
2.7	The special gratitude is also presented to my teacher KH. M. Chusaini Al Hafizh who always gives me his advice, support and guidance.	✓				To express gratitude toward someone special. The title of person mentioned shows a highly formal relationship between student and teacher.		✓	To show person's emotional investment in relationship.
2.8	My special thank is also dedicated for my friends in PPTQ NurulFurqon.				✓	To thank to parties who supported the writer. It also		✓	To show how emotionally close others

						shows formal relationship between the writer and his friends in another institution and aims the dedication given by writer will be blessing for the friends.			in the relationship are to the parties.
	2.9	My great thank is undoubted presented to my friends in English Language and Letters Department			✓	To express gratitude towards parties (friends). It also shows formal relationship between the writer and the colleagues.		✓	To show a person's emotional investment in relationship premised on self identity.
3 (title: Functions of Ladies and Gentlemen Phrase in English Debate)	3.1	The researcher would like to express my deepest gratitude to Allah SWT for all His blessings and mercies	✓		✓	To express gratitude and compliment God who blesses the writer and all mankind. It indicates the special relationship between creator (writer) and God.		✓	To show how emotionally close in the role relationship between God and the creature.
	3.2	Peace and salutation are always blessed upon our beloved prophet Muhammad who has guided us.	✓		✓	To appreciate person, in this case prophet Muhammad, who		✓	To show emotional investment in relationship.

						guided all mankind.			
3.3	The researcher would like dedicate the gratitude to, firstly, the Dean of the Faculty of Humanities, Dr. Hj. Istiadah, M.A, for providing the opportunity to conduct the research so that the process of researching the case can run smoothly. Secondly, the Head of English Language and Letters Department, Dr. Syamsudin, M. Hum and all lecturers of English Language and Letters Department for guiding and advising me from the start until the end of the study.		✓			To express gratitude, compliment and appreciate parties (institution and lecturer) who take big role during the study. The address form (title + full name) also shows superior-subordinator status (mentor and mentee or lecturer and student) and highly formal relationship between supervisor and student.	✓		To reflect himself as a student and show the extensiveness of the interactions a person has in a social network.
3.4	Thirdly, Miftahul Huda as one of my lecturers leads me to be critical students not only in studying the subjects but also responding to the condition of the environment. Fourthly, Dr. Hj. Syafiyah, M. A., as my advisor giving me valuable advice to complete the thesis so that it is well-systemized.		✓			The lecturer's name mentioned without title shows suggestive of formality and individuality to lecturer.	✓		To project himself as student and mentee and show the extensiveness of the interaction in social network.
3.5	Fifthly, My respect to my father, Suryana and mother	✓		✓		To express gratitude and	✓		To reflect a part of self

		EnyMasluchah, my deep gratitude for prays.				respectful towards family. It shows a self identity of the writer in which he is a member family and shows a deep gratitude and respect to his family.			identity in which he plays a role as family member and show the extensiveness of interaction in social network.
3.6		All the fights and cooperation of Advanced Debate Community (ADC) members teaches me friendship and hard work	✓		✓	To appreciate parties who have taught for good things. It also shows formal relationship between the writer and his friends. It also represents self identity in which the writer is a part of ADC member and he really thanks for the lesson and hard work.		✓	To reflects self identity in which he is a part of group member and show how close the relationship they have.
3.7		All of my friends studying in State Islamic University of Malang, thank you for your friendship.			✓	To express gratitude towards parties. It also shows formal relationship		✓	To show the emotional investment in relationship with his

						between the writer and colleagues.			college friends projected on self identity.
	3.8	All of my friends in my hometown supporting me till the end, thank you for that.			✓	To express gratitude towards parties who have supported the writer. It also show kind of formality in which the writer hopes that they still support each other.		✓	To show how close the relationship between him and his friend in hometown.
4. (title: Generic Structure and Functional Choices of Gratitude Expressions in Theses Acknowledgment Written in English by Indonesian Undergraduate Students)	4.1	I have been through a hard fight during writing this thesis. It taught me about struggle, prayer, spirit, patience, confidence, responsibility, efficiency, deadline, late, luck, trouble, dream, passion, and sort of things. The struggle would not illuminatively possible without supports, motivations, sincere favors, and constructive ideas from the contributing parties.		✓		It shows a reflection of the writer in struggling and finishing the thesis. The gratitude expression of the writer here shows that he really appreciates parties and hopes that what he has done will be inspiring as always.		✓	To reflect his self identity as a student who struggles for thesis and show the emotional investment in relationship premised on identity.
	4.2	I would like to deliver my sincerest praise and thanks to Allah, the only God in the universe. I	✓		✓	To express gratitude to God who has blessed and led him to be		✓	To project himself as servant of god and

		believe that He is the controller and grace giver of my life that I could successfully be in this achievement point currently.				successful and achieve what he has done. It also represents self identity of writer in which he is really grateful and shows special relationship between the God and the creator as human being.			show how close the relationship between him and God.
4.3		It is my honor to be able to include <i>sholawat</i> and <i>salam</i> to my idol, Prophet Muhammad SAW, from whom I love and choose Islam for my whole life religion.	✓		✓	To represent self-identity in which it is such a honor to respect, give compliment, and appreciate him as the idol.		✓	To reflect self identity as a follower of Prophet Muhammad and show the emotional investment he feels.
4.4		My wholehearted gratitude is delivered to my beloved father and mother for letting me study in this university. It seems to be impossible without your support and motivation. I love you very much. I dedicate this masterpiece to you. My big thank also goes to my families, especially om Mansur,	✓		✓	To appreciate and thank to parties (family) who have supported the writer. It shows a friendly and emotional tone to foreground his commitment to his kinships and the members of his	✓		To reflect his self identity as member of family and show how emotionally close between him and his supporting system.

		Ali Husni, Rudi, bibiNitun, Latifah, Dhila, mbk. Fia, and mbk Surya. Thanks for the support.				extended family. It also represents a self identity in which the writer here is a part of family member and the writer shows a respect and thankfulness to the parents and his family member for their support and love.			
4.5		My sincere thank goes to my patient and inspiring thesis advisor, Mrs. GaluhNurRohmah, M.Pd., M.Ed., who patiently read, revised, advised, and inspired me during writing this thesis, and my academic supervisor, Miftahul Huda, M.Pd. for having a maximum guidance since I first came to this university. You are all my parents in my academic exposure.		✓		To express gratitude, compliment and appreciate parties (institution and lecturer) who take big role during the study. The address form (title + full name) also shows superior-subordinator status (mentor and mentee or lecturer and student) and highly formal relationship between supervisor and student.	✓		To project himself as a student and mentee and show the extensiveness of the interaction he has in a social network.

4.6	Great thank is also granted to my beloved lecturer, RibutWahyudi, M.Ed., for the inspiring advice and suggestion during personal thesis consultation. I owe you favor, Sir, and may Allah repay it with His greater grace and mercy.		✓			To appreciate person who has already inspired and advice the writer during finishing the thesis. It also shows a respect of student to lecturer and the social relation as student and lecturer.		✓	To reflect himself as a student which is a part of self identity and show how emotionally close he in the role relationship is to individual.
4.7	Gratitude is also delivered to the whole lecturers, Dean, the Head of Department, and BAK officers who helped and taught me many things during study.		✓			To express gratitude to institution who has helped the writer during the study. The writer also maintains formality to the members of Faculty of Humanities, shows a kind of thankfulness to the institution for the help and support.	✓		To show the extensiveness of interactions he has in a social network reflected through self identity.
4.8	I also don't forget to say thanks a lot to my best friends, emergency	✓			✓	To appreciate the parties who supported the		✓	To project himself as a group

		community, Gost.P community, English Community in PondokPesantren Banyuanyar (BEC, BEB, BLESS, BFEC), Darwis members, ADC troops, FKMSB mates, AIESECers, LPKM, MAMNU, KampoengSinao, and other friends that I could not mention individually. You must have been my inspiration during my educational and professional adventure in my life.				writer and show the closeness with his friends. The writer also shows self identity as a member of group and be thankful of being part of them.			member and show the emotional investment of his feeling in relationship.
5 (title: English Pronunciation Problems by Indonesian Advanced Students)	5.1	My very first thank goes to Allah, my almighty God I worship.	✓		✓	To express gratitude and compliment God who blesses the writer and all mankind. It indicates the special relationship between creator (writer) and God. It is concerned with the identity of the writer as Muslim.		✓	To show how close the relationship he has with God and reflect himself as a servant of God which is a part of self identity.
	5.2	My thank goes to my mother and brother who have been emotionally and financially	✓			To express gratitude and appreciate towards		✓	To project himself as a member of

		supporting me to study English				family who supported the writer financially and emotionally. It shows a friendly and emotional tone to foreground his commitment to his kinships and the members of his family.			family and show the closeness of relationship among them.
5.3		My thank goes to my supervisor, Deny Efita Nur Rakhmawati, who has patiently and consistently guided me.		✓		To express gratitude and appreciate toward person (supervisor) who patiently and consistently guided the writer. The title which is not mentioned shows the formal relationship between student and lecturer and the writer still maintains relationship by mentioning his supervisor's full name.	✓		To reflect himself as mentee which is a part of self identity and show the extensiveness of interactions he has in a social network.



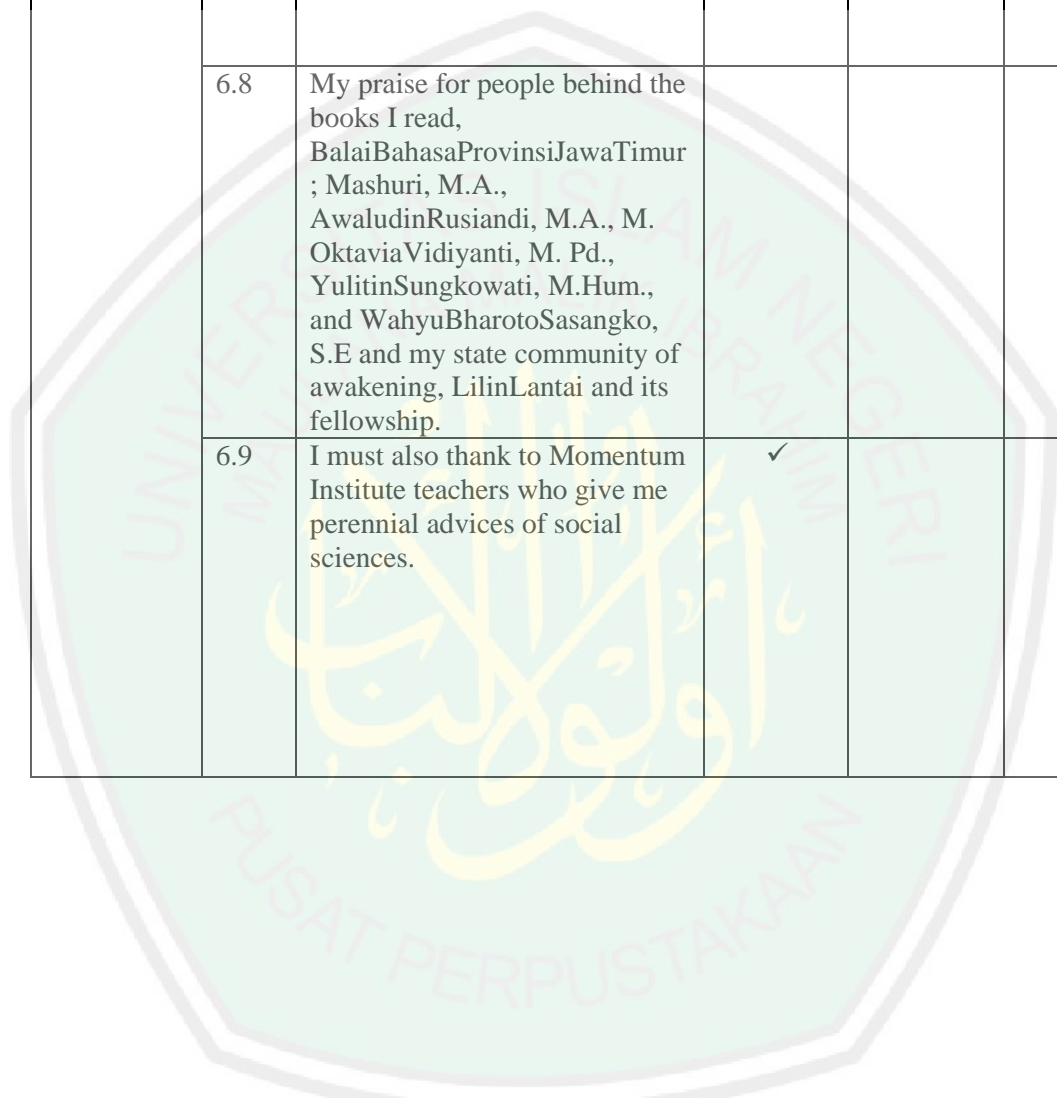
5.4	My thank also goes to all of the lecturers who have taught me English in this university.		✓		To appreciate the parties (lecturer). It shows formal relationship with lectures in which there is also social relationship between student and lecturer.	✓		To project himself as a student and show the extensiveness of interaction he has in a social network.
5.5	My thank goes my Bunch Bitch Community; Didin, Robet, MbakWina, Bela, Jarije, Ela and Alfa. All of them have taught me that great friends are not those who stand together for the same ideology, but the very ideologically different people who can stand tall together for their great tolerance.			✓	To appreciate the friendship he has. The writer maintains the closeness and a friendly and emotional tone to foreground his commitment to his kinships and tolerance of friendship. The writer also hopes that the friendship will be lasting and stand together.		✓	To reflect self identity in which he plays a role as a group member and show how emotionally close he is to other members in the role of relationship.
5.6	My thank goes to all of my friends in UIN Maulana Malik Malang.			✓	To express gratitude towards parties (friends) who have inspired, motivated, and		✓	To show the closeness in relationship between him and his

						taught the writer. The writer still maintains formal relationship with his friend.			friends projected through self identity.
	5.7	You who once made my life so beautiful “How are you? It’s been a long day”.			✓	To express lack of necessity or obligation. It marks individualizing trait to someone. It aims what the writer thinks of that person will be answered soon.		✓	To reflect himself as a person who adores someone and show emotional investment in the relationship.
6 (title: Identity Politics of Malay Rajas in the Malay Annals by John Leyden)	6.1	Alhamdulillah, all praises to Allah SWT, the most Gracious and the most Merciful.	✓		✓	To express thankfulness and faithfulness towards God. It is concerned with the identity of the writer as Muslim. It indicates the special relationship between creator (writer) and God. It is concerned with the identity of the writer as Muslim		✓	To reflect self identity in which she plays a role as servant of God and show the emotional investment in the relationship premised on particular identity.
	6.2	Sholawat and Salam are also delivered to the Prophet	✓		✓	To compliment and respect a person		✓	To project herself as a

		Muhammad SAW who has brought Islam which is <i>rahmatanlilalamin</i> .				who has been very meritorious, in this case prophet Muhammad who guide all mankind.			follower of Prophet Muhammad.
6.3		My sincere gratitude goes to rector of Maulana Malik Ibrahim Malang, Prof. Dr. H. MudjiaRaharjo, M.Si, my academic advisor Rina Sari, M.Pd, the dean of Humanities Faculty, Dr, Hj. Istia'dah, M.A, and the head of English Letters and Language Department, Dr. Syamsyudin, M.Hum.		✓		To express gratitude, compliment and appreciate parties (institution and lecturer) who take big role during the study. The address form (title + full name) also shows highly formal relationship between institutions and student.	✓		To reflect self identity in which he plays a role as a student and show the role of interaction she has in a social network.
6.4		My next gratitude goes to my thesis advisor, Dr. Mundi Rahayu, M.Hum, who has patiently and conscientiously guided and helped me.		✓		To express gratitude and co, guided, and taught the writer. The address form (title + full name) also shows superior-subordinator status (mentor and mentee or lecturer and student) and highly		✓	To reflect himself as a mentee who shows how emotionally close she is to the advisor in the relationship.

						formal relationship between supervisor and student.			
6.5	I must also be thankful for all lecturers who helped me passing the entire semesters		✓			To express gratitude towards parties (lecturer). the writer maintains formal relationship with the lecturer.	✓		To reflect self identity as a student and show the extensiveness of interactions she has in a social network.
6.6	My highest compassion is addressed to my mother; Jami'atin, to whom I receive the truest valor of wisdom, my sister; InayahKharismaSholihah the Wisest, and my brother; AlfahWahyuWijaya the Brave.	✓			✓	To appreciate the greatest supporting system (family) in the writer's life, especially during finishing the study. It shows a friendly and emotional tone to foreground her commitment to her kinships and the members of her extended family.		✓	To project himself as a member of family and show how emotionally close she is to them.
6.7	This quest of restless thought would never be done without Prof. Dr. Azhar Ibrahim Alwee.		✓			To express lack of necessity or obligation and appreciate the one		✓	To reflect herself as a mentee who show the

						who have taught the writer. The writer shows a highly formal relationship with another lecturer who helped her during finishing her thesis.			emotional investment in the relationship.
6.8	My praise for people behind the books I read, Balai Bahasa Provinsi Jawa Timur ; Mashuri, M.A., Awaludin Rusiandi, M.A., M. Oktavia Vidiyanti, M. Pd., Yulitin Sungkowati, M.Hum., and Wahyu Bharoto Sasangko, S.E and my state community of awakening, Lilin Lantai and its fellowship.			✓		To appreciate the parties who have motivated and inspired the writer. The writer still maintains formal relationship with other parties.		✓	To reflect herself as a group member and show the emotional feeling in the relationship premised on particular identity.
6.9	I must also thank to Momentum Institute teachers who give me perennial advices of social sciences.	✓		✓		To express gratitude towards person. The writer shows formal relationship with another institution.		✓	To reflect herself as a part of institution and show the emotional investment of the relationship among them.



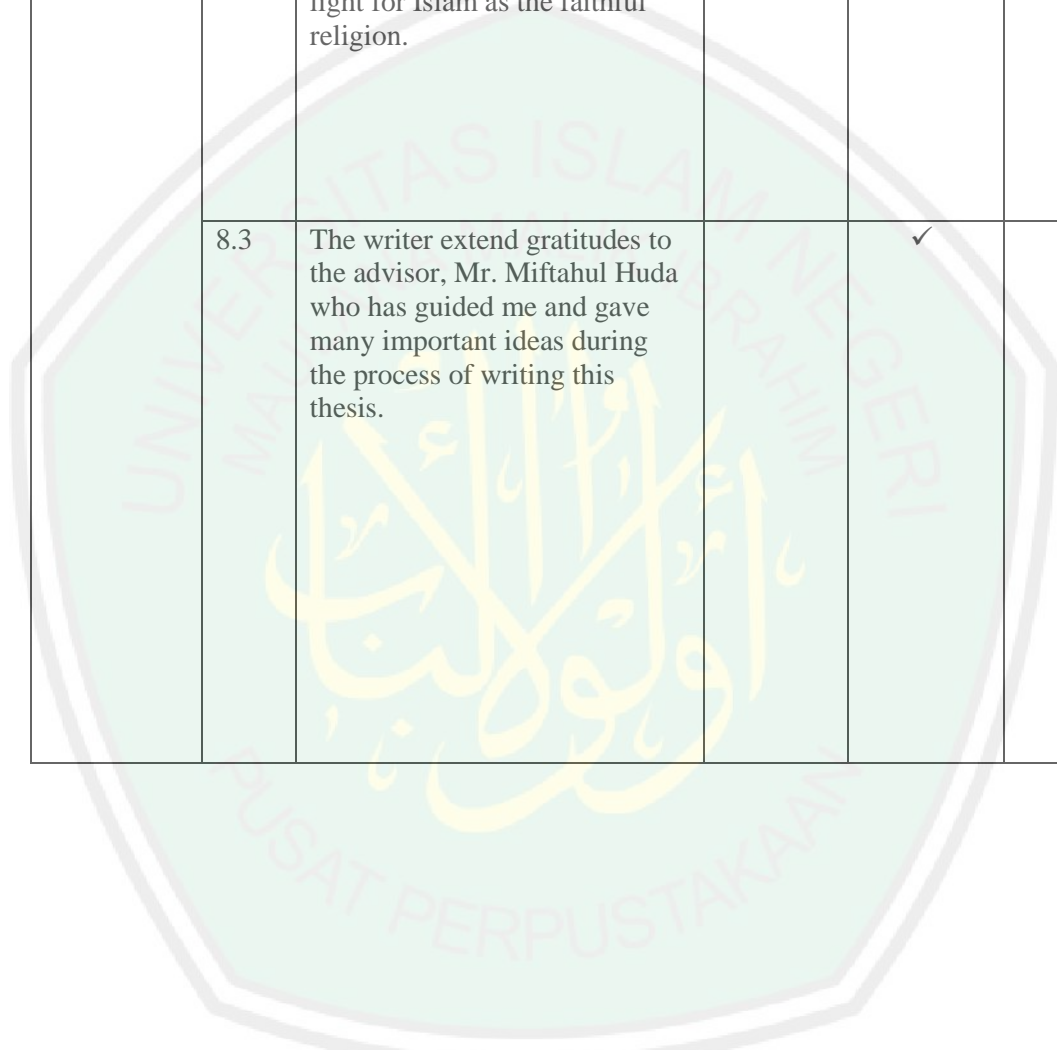
	6.10	My deepest appreciation goes for eternal bounds of student-teachers literary addict, Team PKL, FildiCheliaGinasya, Advanced Debate Community and the entire society of English Letters and Language Departments.			✓	To appreciate parties who have taught many things. The writer still maintains formal relationship with his friend.		✓	To show how emotionally close she is to the others projected on self identity as a group member.
7 (title: EFL Teacher's Gender Differences in Constructing Questions within Classroom Interaction)	7.1	All praise to Allah S.W.T. as the highest power, who gives His blessing for all creatures in the universe.	✓		✓	To express gratitude and compliment God who blesses the writer and all mankind.		✓	To reflect himself as servant of God and show the emotional investment of the relationship between him and God.
	7.2	<i>Shalawat and Salam</i> praise to our beloved Prophet Rasulullah Muhammad p.b.u.h, the messenger as well as the one who brings good news to human life.	✓		✓	To compliment and respect a person who has been very meritorious, in this case prophet Muhammad who guide all mankind		✓	To reflect himself as a follower of Prophet Muhammad and show the emotional investment in relationship premised on that particular

									identity.
7.3	I would like to thank my advisor, Dr. Meinarni Susilowati, for her critical advice and unsurpassed knowledge of doing research		✓			To express gratitude and compliment person who already helped, encouraged, guided, and taught good things respectfully. The address form (title + full name) also shows superior-subordinator status (mentor and mentee or lecturer and student) and highly formal relationship between supervisor and student.		✓	To reflect himself as mentee and show the emotional investment in relationship between him as a mentee and advisor as a mentor.
7.4	My deepest gratitude is to all lecturers at English Language and Letters Department, especially Ibu Istiadah, Ibu Syafiyah, Bapak Miftahul Huda, Bapak, Ibu Ulil Fitriyah, Ibu Lina, and all of lecturer in Humanities Faculty		✓			To express gratitude towards parties who have taken role during his study. The use of the word “ibu” and “bapak” and nick name of lecturers shows the formality, individuality and respect to the		✓	To project himself as a student who has interaction in a social network.

						lecturers.			
7.5	My thank you also delivers to my sister, AyuWahyuni and her husband, Hasan Dg. Ngemba, and my nephew, Mohammad Dzakwan Al-Ahsan.	✓		✓	To express gratitude towards family. It represent a respect of being a part of family member and shows his kinships and the members of his extended family.		✓	To project himself as a part of family member and show how emotionally close he is to them.	
7.6	I am rightfully proud of my second family members in Advanced Debate Community, Ainun, Luluk, Sofi, Ira, Taufik, Cika, Azis, Ifa, Ndaru, and all members I do not mention.	✓		✓	To appreciate the parties who supported the writer and show the closeness with his friends. The writer also shows self identity as a member of group and be thankful of being part of them. Mentioning the name shows the closeness and relationship between the writer and his friends.		✓	To reflect self identity in which he play a role as a group member and show the emotional investment in the relationship.	
7.7	I do not forget to say thank you so much for all the teachers and the staffs of MAN 1 Malang, IbuNiken, IbuLaras,	✓			To express gratitude and appreciate the parties who helped	✓		To reflect himself as person who thanks to	

		BapakWaluyo, and BapakSubhan, for allowing me to observe in the school.				during finishing the thesis. The use of the word “ibu” and “bapak” and nick name of lecturers shows the formality, individuality and respect to the teachers.			other parties and show the extensiveness of the interactions he has in a social network.
	7.8	I would like to say thank you for Fitrah, Arif, Akbar, Emal, Dewi, Zunna, and Muya for the good teamwork and the surviving struggle during the thesis consultation.			✓	To appreciate the good teamwork with his friends. The writer maintains close relationship and emotional tone to foreground his commitment to his kinships and teamwork.		✓	To reflect himself as a teammate and show the emotional investment in relationship premised on that identity.
8 (title : Match Making Problems in Marah Rusli’s Sitti Nurbaya and Jane)	8.1	<i>Alhamdulillah</i> , in the name of Allah, the Most gracious, Most merciful, the only God on earth.	✓		✓	To express thankfulness and faithfulness towards God. It indicates the special relationship between creator (writer) and God. It is concerned with self-identity which		✓	To reflect self identity as a servant of God and show the close relationship between him and God through

Austen's <i>Pride and Prejudice</i>)						represents the writer is a servant who thanks to the most gracious, most merciful God.			emotional investment.
	8.2	May <i>Sholawat</i> and <i>Salam</i> will always be sent to the prophet Muhammad pbuh, who brings light for Islam as the faithful religion.	✓		✓	To give compliment and respect a person who has been very meritorious, in this case prophet Muhammad who is the faithful of religion.		✓	To project himself as a follower of Prophet Muhammad and show the emotional investment in the relationship.
	8.3	The writer extend gratitudes to the advisor, Mr. Miftahul Huda who has guided me and gave many important ideas during the process of writing this thesis.		✓		To express gratitude and appreciate toward person (supervisor) who patiently and consistently guided the writer. The title which is not mentioned shows the formal relationship between student and lecturer and the writer still maintains relationship by	✓		To project himself as ment.ee and show the interaction he has in a social interaction through particular identity



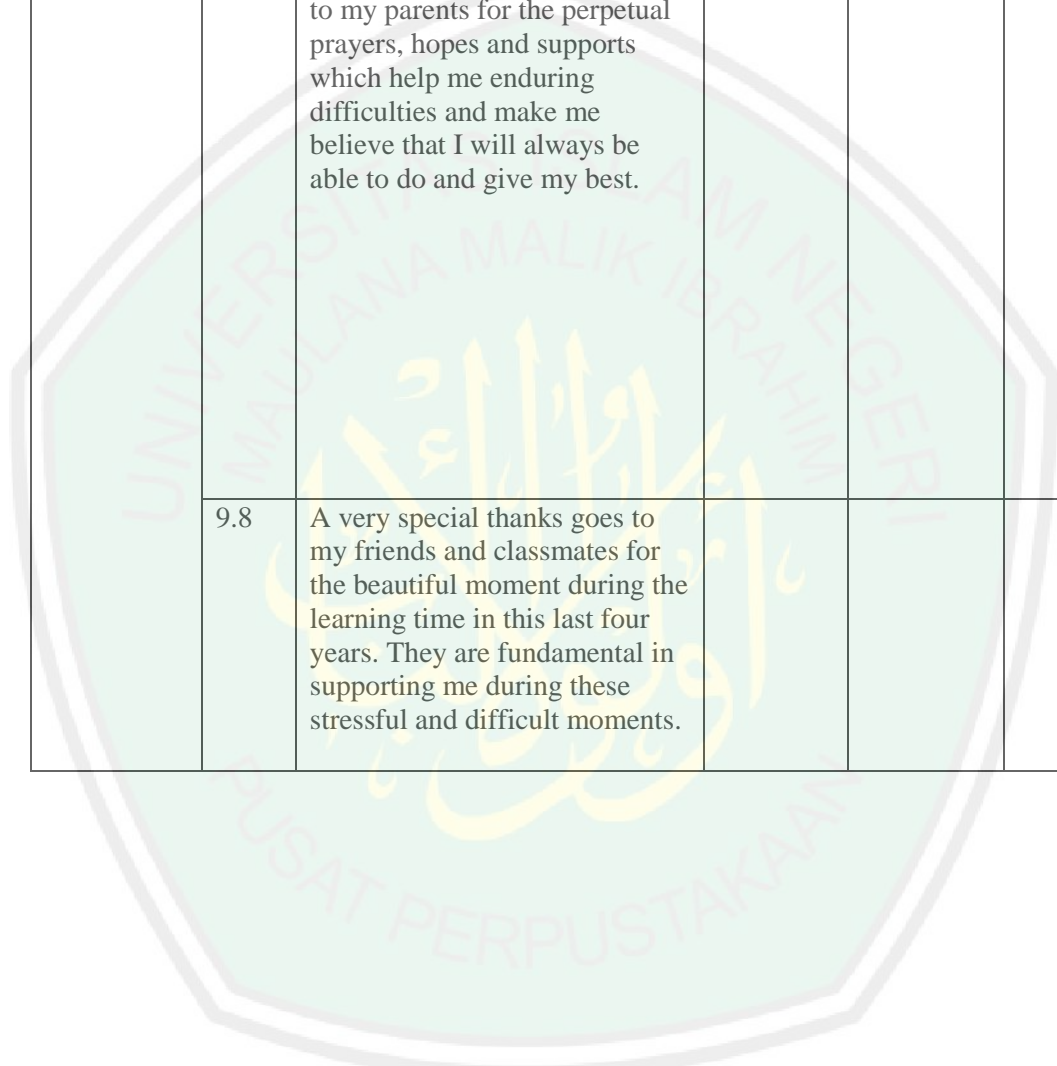
						mentioning his supervisor's full name.			
8.4	The writer also would like to extend a great thanks to Prof. Dr. H. MudjiaRahardjo, M.Si the Rector of Maulana Malik Ibrahim State Islamic University of Malang, for leading this university very well.		✓			To express gratitude, appreciate, and respect to the number one person in the university. It also shows a very formal relationship between student and the leader of university.	✓		To reflect himself as part of institution who greatly thanks to the leader and show the interaction he has in a social network.
8.5	The writer also would like to extend a great thanks to all lecturers and staffs in the Faculty of Humanities, for working so hard arranging schedule and other administrative stuffs during my study		✓			To express gratitude to institution who has helped the writer during the study. The writer also maintains formality to the members of Faculty of Humanities, shows a kind of thankfulness to the institution for working so hard arranging schedule and other	✓		To project himself as a part of institution and show the extensiveness of the interactions he has in a social network.

						administrative stuffs.			
	8.6	The writer also would like to extend a great thanks to my Parents, for never letting me down and my Uncle, for the support and help.	✓		✓	To express a great thanks to parties who have supported and helped the writer. It also represents a self-identity of the writer as member part of his family who are really grateful of having such great family.		✓	To reflect self identity as a family member who show how emotionally close he is to his family member.
9 (title: Epistemic Violence Suffered by Subalterns In Ken Saro Wiva's Africa Kills Her Sun and Raphl Ellison's The Black Ball)	9.1	In the name of Allah, the Beneficent and the Merciful. All praises and thanks are to Allah, the Master of the universe.	✓		✓	To express thankfulness and faithfulness towards God. It indicates the special relationship between creator (writer) and God. It is concerned with writer's self-identity which represents the writer is a servant who thanks to the merciful God and the Master of the universe.		✓	To reflect self identity as servant of God and show the emotional investment of the relationship between him and God.

9.2	Peace is upon the prophet Muhammad SAW, the best role model in this world, and his household, his companions and his faithful flowers. Hopefully, he could give his hand to us in the hereafter.	✓		✓	To give compliment and respect a person who has been very meritorious, in this case prophet Muhammad who is the best model in this world.		✓	To reflect himself as a follower of Prophet Muhammad and show the close relationship between them.
9.3	I would like to thank Prof. Dr. H. MudjiaRahardjo, M.Si, as the Rector of Maulana Malik Ibrahim State Islamic University, Malang who contribute in some way to the work		✓		To express gratitude, appreciate, and respect to the number one person in the university. It also shows a very formal relationship between student and the leader of university.	✓		To reflect himself as part of institution who greatly thanks to the leader and show the interaction he has in a social network.
9.4	I would like to thank Dr. Hj. Istiadah, M.A, as Dean of Humanities Faculty of Maulana Malik Ibrahim State Islamic University, Malang, Dr. Syamsudin, M.Hum, as Head of Department of English Language and Letters of Maulana Malik Ibrahim State		✓		To express gratitude to the parties, in this case the dean of faculty and head master of Department of English Language and Letters	✓		To project himself as a part of Humanities Faculty and show the interactions he has in a social

		Islamic University, Malang.							network.
9.5		I would like to thank to Miftahulhuda, M.Pd, as the thesis advisor whose support and guidance made my thesis work possible. He has been actively interested in my work and has always been available to advise me. I am very grateful for his patience, motivation, enthusiasm and immense knowledge in literary criticism.		✓		To express gratitude, appreciate, respect and compliment person who already helped, encouraged, guided, and taught many things. The address form (title + full name) also shows superior-subordinator status (mentor and mentee or lecturer and student) and highly formal relationship between advisor and student.		✓	To reflect self identity as a mentee who shows emotional investment in the relationship between him as mentee and the advisor as a mentor.
9.6		I would also like to thank the board of examiner MuzakkiAfifudin, M.Pd and Dr. Syamsudin, M.Hum, whose commentaries and suggestions have helped me believe that I will always be able to do and give my best.		✓		To express gratitude, appreciate, respect and compliment parties who comment, advice and help. The address form (title + full name) also shows superior-		✓	To reflect himself as participant of exam and show the emotional investment in relationship between him and the

						subordinator status (mentor and mentee or lecturer and student) and formal relationship between reviewers and student.			examiners.
9.7	My greatest gratitude also goes to my parents for the perpetual prayers, hopes and supports which help me enduring difficulties and make me believe that I will always be able to do and give my best.	✓				It shows emotional tone and great thanks to parties who help and support and represent writer's self identity of being part of the family who help him enduring difficulties and make him believe that he will always be able to do and give his best.		✓	To reflect himself as a child of his parents and show how emotionally close she is to them.
9.8	A very special thanks goes to my friends and classmates for the beautiful moment during the learning time in this last four years. They are fundamental in supporting me during these stressful and difficult moments.				✓	To show gratitude to parties, in this case friends, who support during stressful and difficult moments.		✓	To project self identity as college mate who shows emotional investment of the



									relationship he has.
	9.9	I would like to acknowledge all my friends in PusatMa'had Al-Jami'ah supervisors for the support during the time of me working on this thesis.	✓		✓	The acknowledgment of the writer shows a gratitude to friends in dormitory who support during finishing the thesis and represents self identity of being part of supervisor in dormitory.		✓	To reflect himself as a part of dormitory and show the emotional investment to them.
10 (title: An Analysis of Code Switching in the Lyrics of Bird Thongchai McIntyre's Songs)	10.1	My deepest gratitude goes to Allah AWT, for all his blessings and mercies so I finally can finish this thesis. It is only for him I give all my hopes and wishes.	✓		✓	To show a great gratitude to God who blesses and eases her in achieve what she hopes and wishes. It also represents self identity of the writer as muslim in which she is no body without Him.		✓	To reflect self identity as a servant of God and show how close she is to God.
	10.2	Shalawat and salam are always blessed upon our prophet Muhammad SAW who has guided us to the right way of life.	✓		✓	To give compliment and respect a person who has been very meritorious, in this case prophet Muhammad who		✓	To reflect herself as a follower of Prophet Muhammad and show the emotional

						guide all mankind.			investment of the relationship.
10.3	I would like to say thank you very much for those who had contribution. First of all, my thesis advisor, H. DjokoSusanto, M.Ed.Ph.D who has patiently and conscientiously guided, helped, and gave me advise in conducting this thesis.		✓			To express gratitude, appreciate, respect and compliment person who already helped, given advice, guided, and taught many things. The address form (title + full name) also shows superior-subordinator status (mentor and mentee or lecturer and student) and highly formal relationship between supervisor and student.		✓	To project self identity in which she plays a role as mentee who shows emotional investment in relationship premised in the identity.
10.4	My sincerest gratitude also goes to my parents (Abdulbari and Ropeesah Daoh), my little sisters (Nureeda and Najwa).	✓			✓	To shows gratitude and reflect a part of member family.		✓	To reflect herself as a part of family member and show the emotional investment of the

	10.5	My sincerest gratitude also goes to my friends, in English Letters and Language Department 2012 especially my close friends, NurafneeSulong, Nadya Alfifauziyah and FildiCheliaGinasya who always support each other for our thesis. And my friends from Thailand who learn in this University we cannot mentioned one by one.			✓	To express gratitude and appreciate her friends. Mentioning her friend's name also shows formality and closeness.		✓	relationship. To projects herself as mate who shows how close she is to them.
11 (Title: Hedging Found in Students' Academic Writing of Maulana Malik Ibrahim State Islamic University of Malang)	11.1	All praises to Allah SWT, the only God in this universe, who always gives me big opportunity to learn and learn so that I can successfully finish my thesis as well.	✓			To express thankfulness to the only God in this universe who gives me big opportunity to learn and shows a relationship between creature (servant) and creator.		✓	To reflect self identity as a servant of God and show the emotional investment of the relationship between him and God.
	11.2	My <i>sholawat</i> and <i>salam</i> also always be given to the most perfect creature in this universe, Prophet Muhammad SAW, the only idol of human in the	✓		✓	To express gratitude and appreciate the perfect creature, model in the		✓	To reflect himself as a follower of Prophet Muhammad

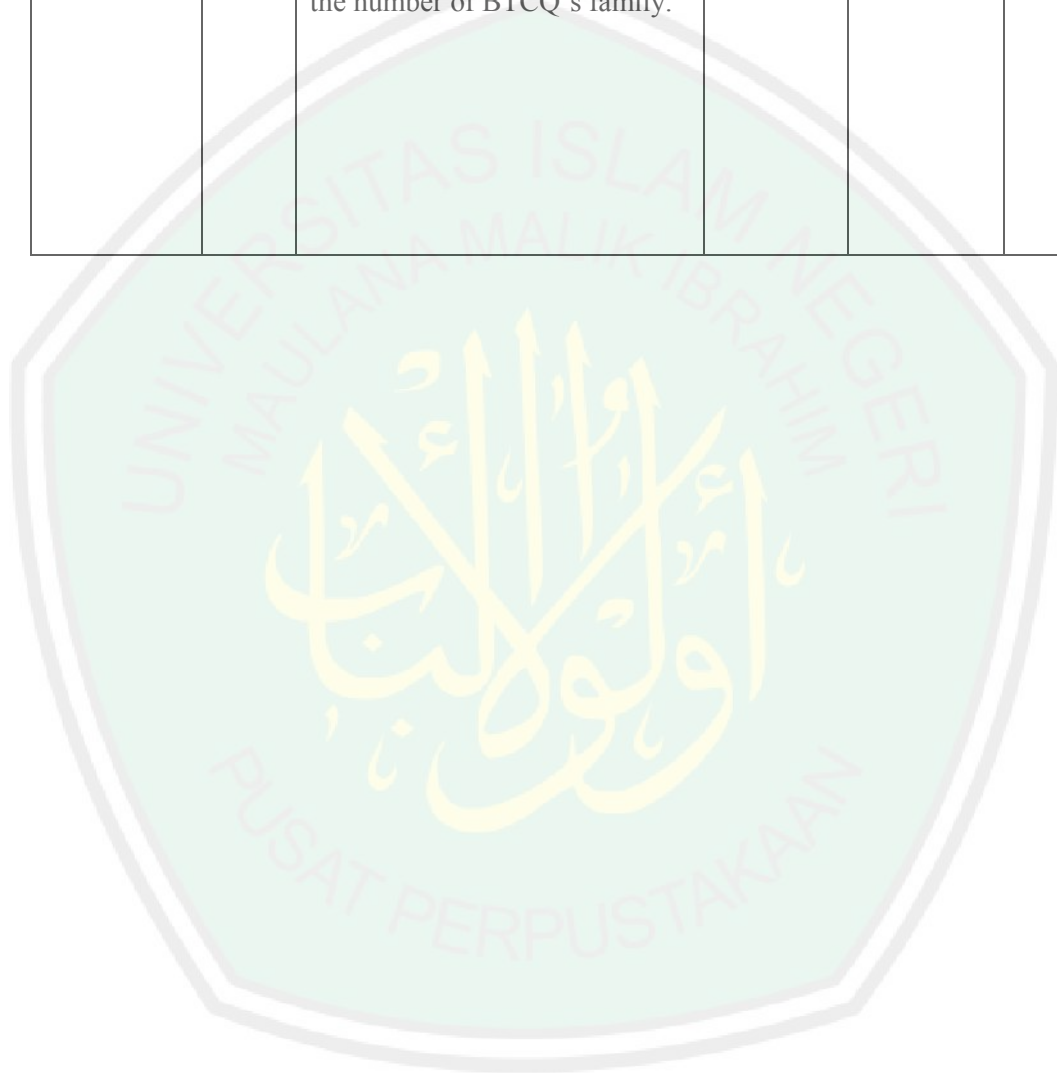
		world, from whom I can learn and choose Islam as my best choice.				universe who taught and guided all mankind. It also shows a relation between follower and model. It such a honor the writer expresses gratitude to him.			and show how emotionally close in the relationship between them.
11.3		I would like to say my deepest gratitude to my beloved father and mother, without their support and motivation, it seems impossible for me to study in this university.	✓		✓	It shows a part of family member who really thanks to parents who supports and motivate the writer.		✓	To project himself as a child of his parents and show the emotional investment in the relationship.
11.4		My thank also goes to my parents and all families, especially buTutik, omIsro', cakNurul, cakRoziq, adik Kiki, Devi, and Rafy, also my senior mbakYuni and cakBagus, who have advised and helped me during writing this thesis.	✓		✓	To express a great thanks to extended family. Mentioning the nick name of family member also shows close relationship among them.		✓	To reflect himself as a family member who greatly shows the role of interaction with them and the emotional investment in the

									relationship.
11.5	I also will never forget to my family in Abu Hanifah dormitory, especially buHanifah, pakSholeh, Lailin, Fitra, mbakIfa, and all members of the dormitory, thank you for your love and support.	✓		✓	To express gratitude, appreciate and show a self identity of being part of member of dormitory- mentioning parties' nick name also shows close relationship and solidarity among them.		✓	To project herself as a part of family and dormitory and show the extensiveness of interactions in the relationship.	
11.6	I would like to send my sincere thank for my advisor, Mr. AgusEkoCahyono, M. Pd, who always gave his valuable time to read, revise, and advise me during writing my thesis, and my academic supervisor, Mrs. Rina Sari, M. Pd, who always gives motivation and advice since I was in the first semester.		✓		To show gratitude, appreciate, respect and give compliment to parties (advisor and reviewer) who already helped, encouraged, guided, and taught many things. The address form (title + full name) also shows superior-subordinator status (mentor and mentee or lecturer and student) and highly	✓	To reflect self identity as a mentee and student and show the extensiveness of the interactions he has in a social network through particular identity.		

						formal relationship between supervisor and student.			
	11.7	My gratitude also goes on the whole lecturers, Dean, the Head of Department, and BAK officers in Faculty of Humanities who helped and taught me many things during studying. Thank you so much.		✓		To express gratitude to parties (dean of faculty, head of department, lecturers, staffs of faculty) and show formal relationship.	✓		To reflect herself as a part of a department and show the interaction he has in a social network.
12 (title: Malala's Struggles Against Unfairness in Malala Yousafzai and Christina Lamb's <i>I am Malala</i>)	12.1	All praise is always to be God of the universe, Allah SWT, for his blessing and Mercy.	✓		✓	To express gratitude to God of the universe. Saying gratitude to God represents self identity and shows a creature who is grateful to His blessing and mercy.		✓	To reflect self identity as a servant of God who shows emotional investment in the relationship.
	12.2	Then, for the last prophet Muhammad SAW, May <i>Shalawat</i> and <i>Salam</i> of Allah are still delivered to you till hereafter. Aamiin.	✓		✓	To express a thankfulness to the prophet and reflect self identity of the writer. It is such a honor to deliver prayer to the prophet Muhammad.		✓	To reflect herself as follower of prophet Muhammad.

12.3	For the great sacrificial to finish this research. There are many obstacles in the arrangement process of this research. Nevertheless, they are disappeared because of support and encouragement from all. And now, the research is done, ultimately.			✓	To show a reflection on the writer's of writing research. The expression of gratitude aims to appreciate the support and encouragement from all parties.		✓	To project herself as a researcher who greatly thanks to parties.
12.4	The researcher should say thanks to her supervisor Dr. Syamsuddin. M, Hum, who had given his guidance and support during the process of doing this thesis.		✓		To express gratitude to parties who had guided and supported the writer. It also shows role and social position between supervisor and student.		✓	To reflect self identity as a mentee who shows the emotional investment
12.5	The researcher is also thankful to her beloved parents Supaken and Lasemi who have been the best guide in the world. Then, to all sisters in womb for all support, care, and motivation.	✓		✓	It shows a reflection of being part of family member and thankfulness for the support, motivation and care of the family.		✓	To reflect self identity as a family member and show how emotionally close she is to her family in the role of relationship.
12.6	Then, to all of teachers especially who have been		✓	✓	The gratitude expression shows	✓		To show the role of

		guided to the light of life; science and knowledge.				role and social position between student and gratitude for the lesson and guidance given by the teacher.			interaction he has in a social network.
12.7		Lastly, big thanks presents to the number of BTCQ's family.	✓			The big thank expressed by writer represents a part of self identity in which the writer is a part of that member. It such a respect to say thank to them.		✓	To project himself as a group member and show the close relationship with them.



Appendix B

- Theses acknowledgment written in 2015

Datum 1

Humaira', S. A. (2015). Pragmatic Impairment of Asperger Syndrome Character in *Temple Grandin* Movie. Maulana Malik Ibrahim State Islamic University of Malang.

First and foremost, I would like to say "*Alhamdulillah.*" All praise and gratitude are due to the Great Almighty, Allah for all the blessings he has bestowed upon me. My shalawat and salam be with our glorious prophet Muhammad peace be upon him, may Allah blesses Prophet Muhammad, his family, his companions, and all those who follow his guidance until the day of judgment.

I realize that this thesis would not be possible without any contributions and supports from many people. Therefore, I would like to express my gratitude to all those who helped me by giving valuable input during completing this thesis.

My sincere gratitude is specially expressed to my advisor, Dr. Rohmani Nur Indah, M.Pd., who has provided me with the encouragement, direction, and insight needed to successfully complete this thesis. I love her kindness and generosity. Importantly, this thesis would not have been possible without her expertise and dedication.

My deep gratitude is delivered to the board of examiners, Dr. Meinarni Susilowati, M.Ed., as the examiner and Deny Efita Nur Rakhmawati, M.Pd., as the chair, who provide me very valuable feedback such as constructive criticism and suggestion which are very helpful for improving my thesis into a better work.

I am extremely grateful to all my teachers and lecturers at the university who have taught me and given me much worth knowledge about everythings. I am indebted to them for sharing expertise, valuable guidance and encouragement extended to me. I am also grateful to all of the members of the Faculty of Humanities for their help and support.

Thank you for all my friends who has given me invaluable supports, perceptive ideas and constructive comments about my work. Then, my deepest appreciation goes to those with Asperger Syndrome and their families. Their struggles to communicate with others in social life bring a meaningful inspiration for me to conduct this study. Finally, I extend my sincere gratitude to all those who has helped, supported, motivated, and inspired me in my life whose name I have not mentioned here.

Datum 2

Nailah. (2015). Politeness Strategy Used by the Main Character in "Transformer : Age of extinction" Movie. Maulana Malik Ibrahim State Islamic University of Malang.

Firstly, all praise be to Allah, Lord of the world, king of the king, the merciful and the beneficent who gives us a drop of knowledge with a million

powers and patience. Peace and salutation always be granted to our prophet Muhammad SAW, who has brought Islam as the *rahmatanlil-alam* religion.

Alhamdulillah because of that divine gift of bestowed from Allah, I am finally able to finish this thesis entitled ***Racism against African American in Solomon Northup's Solomon Northup Twelve Years as a Slave*** as the requirement for the degree of S1 in English language and Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang.

In finishing this thesis I do realize that it will not get succeeded any interference from other people. Thus, my greatest gratitude goes well to Prof. Dr. H. MudjiaRaharjo, M.Si, as the rector of UIN Maulana Malik Ibrahim Malang, Dr. Hj. Istiadah, MA as the dean of Faculty of Humanities and Dr. Syamsuddin, M.Hum as the head of English Language and Letters Department and all lectures of English Language and letters Department.

I also want to express my deepest gratitude to my advisor, Dr. Hj. Istiadah, MA who has been the best thesis advisor for me. Thank a lot for the guidance, encouragement, understanding and everything that have been transferred to me.

In particular, I would like to thank my lovely father, mother, brothers and sisters in law for the pray, love, support, motivation and affection to me. The special gratitude is also presented to my teacher KH. M. Chusaini Al Hafizh who always gives me his advice, support and guidance.

Next, my special thank is also dedicated for my friends in PPTQ Nurul Furqon, especially for the members of Khodijah binty Khuwailid room. Thank you for all togetherness, support and cheers. My great thank is undoubtedly presented to my friends in English Language and Letters Department, especially for my Friendship Hut; Rifqi, Syafi'I, Fufah, Iva, Rosyida and Arini for love, motivation, rivalry and laugh. Thank you for being my family in this city.

Finally, I invite the readers' suggestion and critics related to this study. Hopefully, this research will give many advantages to all people who concern on English Literary criticism, especially in Sociological literary criticism.

Datum 3

Surya, P. A. (2015). Functions of Ladies and Gentlemen Phrase in English Debate. Maulana Malik Ibrahim State Islamic University of Malang.

The researcher would like to express my deepest gratitude to Allah SWT for all His blessings and mercies so that the researcher can complete the thesis. Peace and salutation are always blessed upon our beloved prophet Muhammad who has guided us to the right way of life.

This thesis entitled *Functions of Ladies and Gentlemen Phrase in English Debate* is intended to fulfill the requirement for achieving the degree of *Sarjana Sarjana* (S. S) in English Language and Letters Department, the Faculty of Humanities at Maulana Malik Ibrahim State Islamic University Malang.

Additionally, the researcher would like dedicate the gratitude to, firstly, the Dean of the Faculty of Humanities, Dr. Hj. Istiadah, M.A, for providing the opportunity to conduct the research so that the process of researching the case can run smoothly. Secondly, the Head of English Language and Letters Department,

Dr. Syamsudin, M. Hum and all lecturers of English Language and Letters Department for guiding and advising me from the start until the end of the study. Thirdly, Miftahul Huda as one of my lecturers leads me to be critical students not only in studying the subjects but also responding to the condition of the environment. Fourthly, Dr. Hj. Syafiyah, M. A., as my advisor giving me valuable advice to complete the thesis so that it is well-systemized. Fifthly, My respect to my father, Suryana and mother Eny Masluchah, my deep gratitude for prays, loves, supports, and hopes. My older sister Erinia Surya and my younger sister Rofinda Surya, thank you for their understandings and cares. Sixthly, all the fights and cooperation of Advanced Debate Community (ADC) members teaches me friendship and hard work. Seventhly, all of my friends studying in State Islamic University of Malang, thank you for your friendship. Lastly, all of my friends in my hometown supporting me till the end, thank you for that. Last but not least, I ask for reader's critics and comments dealing with the findings of this thesis. Hopefully, this research can contribute to the development of Hesitation phenomenon in particular and for linguistics in general.

Datum 4

Munif. (2015). Generic Structure and Functional Choices of Gratitude Expressions in Theses Acknowledgment Written in English by Indonesian Undergraduate Students. Maulana Malik Ibrahim State Islamic University of Malang.

I have been through a hard fight during writing this thesis. It taught me about struggle, prayer, spirit, patience, confidence, responsibility, efficiency, deadline, late, luck, trouble, dream, passion, and sort of things. The struggle would not illuminatively possible without supports, motivations, sincere favors, and constructive ideas from the contributing parties.

First of all, I would like to deliver my sincerest praise and thanks to Allah, the only God in the universe. I believe that He is the controller and grace giver of my life that I could successfully be in this achievement point currently. It is my honor to be able to include *sholawat* and *salam* to my idol, Prophet Muhammad SAW, from whom I love and choose Islam for my whole life religion.

Second of all, my wholehearted gratitude is delivered to my beloved father and mother for letting me study in this university. It seems to be impossible without your support and motivation. I love you very much. I dedicate this masterpiece to you. My big thank also goes to my families, especially om Mansur, Ali Husni, Rudi, bibi Nitun, Latifah, Dhila, mbk. Fia, and mbk Surya. Thanks for the support.

My sincere thank goes to my patient and inspiring thesis advisor, Mrs. Galuh Nur Rohmah, M.Pd., M.Ed., who patiently read, revised, advised, and inspired me during writing this thesis, and my academic supervisor, Miftahul Huda, M.Pd. for having a maximum guidance since I first came to this university. You are all my parents in my academic exposure. Great thank is also granted to my beloved lecturer, Ribut Wahyudi, M.Ed., for the inspiring advice and suggestion during personal thesis consultation. I owe you favor, Sir, and may Allah repay it with His greater grace and mercy. Gratitude is also delivered to the

whole lecturers, Dean, the Head of Department, and BAK officers who helped and taught me many things during study.

I also don't forget to say thanks a lot to my best friends, emergency community, Gost.P community, English Community in Pondok Pesantren Banyuwangi (BEC, BEB, BLESS, BFEC), Darwis members, ADC troops, FKMSB mates, AIESECers, LPKM, MAMNU, Kampoeng Sinao, and other friends that I could not mention individually. You must have been my inspiration during my educational and professional adventure in my life. I can't stand to show you my "real ME" later on when I hold my dream. I will never forget the history we have made. Thank you for being parts of my life.

Finally, it is my maximum effort of conducting research and I know it is imperfect. Any constructive critics and advice are gratefully welcome. I really hope that it can have a high contributing role in the linguistic research development.

Theses acknowledgment written in 2016

Datum 5

Habibi, M. W. (2015). English Pronunciation Problems by Indonesian Advanced Students. Maulana Malik Ibrahim State Islamic University of Malang.

My very first thank goes to Allah, my almighty God I worship. I thank Him for all the power and patience He has been giving to me to finish this thesis entitled "English Pronunciation Problems Encountered by Indonesian Advanced Students". Likewise, *shalawat* and *salam* may always be given to my prophet, Muhammad SAW, who spoke the voice of God.

Second, my thank goes to my mother and brother who have been emotionally and financially supporting me to study English in this University, UIN Maulana Malik Ibrahim Malang. If it was not because of their help, I would never be here to finish this thesis.

Third, my thank goes to my supervisor, Deny Efita Nur Rakhmawati, who has patiently and consistently guided me during the writing of this thesis. Not to mention, my thank also goes to all of the lecturers who have taught me English in this university.

Forth, my thank goes my Bunch Bitch Community; Didin, Robet, Mbak Wina, Bela, Jarije, Ela and Alfa. All of them have taught me that great friends are not those who stand together for the same ideology, but the very ideologically different people who can stand tall together for their great tolerance.

Fifth, my thank goes to all of my friends in UIN Maulana Malik Malang; Nurtamin who has been the best study partner since the very beginning "Keep up your best work!", DewiMahrunisa who has been the pseudo member of the Bunch Bitch Community "Invite us again to dine in your house!", My PKL partners; Qonita, Diati, Shobib, Rima, Zakiya, Laila and Harun, who have brought the best version of lifespan "Kapan ke Pujon?", Istiqomah and Lia who have shared many stories with me "We fall and rise.", The PSM GGB choristers, My KKM partner;

Achris, Hasyim, Andi, Nizar, Mannan, Ririn, Aini, Ainin, Niswah, Lis and Laili who had given me a different version of life “Ayo keMbokKar”, My Fadholi partner; Badrus, Fakhrus, Roziqien and Hasan who always brought me laughter during my stay at Fadholi “Ngaji-Ngaji”, the one making me know a sincere love, the one teaching me not to trust, the one telling me to not hope much and you who once made my life so beautiful “How are you? It’s been a long day”.

Finally, I am well aware of some weaknesses of this thesis. Thus, I hope for endless and constructive suggestions for the betterment of the research in this field of study.

Datum 6

Asmarani, P. (2015). Identity Politics of Malay Rajas in the *Malay Annals* by John Leyden. Maulana Malik Ibrahim State Islamic University of Malang.

Alhamdulillah, all praises to Allah SWT, the most Gracious and the most Merciful. Allah is the one I worship and ask for help, who has given me guidance and blessing in completing this thesis, entitled “Identity Politics of Malay Rajas in *The Malay Annals* by John Leyden”. Allah is also the one that I love the most and the one that I have when I have nothing to hold on. Sholawat and Salam are also delivered to the Prophet Muhammad SAW who has brought Islam which is *rahmatanlilalamin*.

First of all, my sincere gratitude goes to rector of Maulana Malik Ibrahim Malang, Prof. Dr. H. Mudjia Raharjo, M.Si, my academic advisor Rina Sari, M.Pd, the dean of Humanities Faculty, Dr. Hj. Istia’dah, M.A, and the head of English Letters and Language Department, Dr. Syamsyudin, M.Hum. My next gratitude goes to my thesis advisor, Dr. Mundi Rahayu, M.Hum, who has patiently and conscientiously guided and helped me in conducting this thesis, with all this gratitude, I must also be thankful for all lecturers who helped me passing the entire semesters in English Letters and Language Departments.

My highest compassion is addressed to my mother; Jami’atin, to whom I receive the truest valor of wisdom, my sister; Inayah Kharisma Sholihah the Wisest, and my brother; Alfian Wahyu Wijaya the Brave. This quest of restless thought would never be done without Prof. Dr. Azhar Ibrahim Alwee, to whom I learn ‘possibility’. My praise for people behind the books I read, Balai Bahasa Provinsi Jawa Timur; Mashuri, M.A., Awaludin Rusiandi, M.A., M. Oktavia Vidiyanti, M. Pd., Yulitin Sungkowati, M.Hum., and Wahyu Bharoto Sasangko, S.E and my state community of awakening, Lilin Lantai and its fellowship. There is something beyond language I thank them.

I must also thank to Momentum Institute teachers who give me perennial advices of social sciences. My deepest appreciation goes for eternal bounds of student-teachers literary addict, Marji’in, M.Pd, Dimaz Tika, M.Pd and Masfufah Rusli, M.Pd. Friends, I am able to share and gain through these years of study; Nadzarina Hanuranda, Team PKL, Fildi Chelia Ginasya, Advanced Debate Community and the entire society of English Letters and Language Departments. Hail to writers whose books I read and cited, without them, I am just a fool ape.

Finally, as an ordinary human being, I am aware of some weaknesses of this research I conducted; herewith, I wish that everyone in any level of education

responses this thesis and gives advices for the betterment of intellectual. Therefore, I expect endless constructive criticism and suggestion for the betterment of the research in this area to help the future researchers to conduct much better researches in Literature and the like.

Datum 7

Nurtamin. (2015). *EFL Teacher's Gender Differences in Constructing Questions within Classroom Interaction*. Maulana Malik Ibrahim state Islamic University of Malang.

All praise to Allah S.W.T. as the highest power, who gives His blessing for all creatures in the universe. Particularly, His blessing is given to me, so I can finish this thesis entitled "*EFL Teachers' Gender Differences in Constructing Questions within Classroom Interaction*". *Shalawat and Salam* praise to our beloved Prophet Rasulullah Muhammad p.b.u.h, the messenger as well as the one who brings good news to human life.

I am able to accomplish this thesis successfully because of some talented people who always give advice, guidance, and critique in order to improve this thesis. I would like to thank my advisor, Dr. MeinarniSusilowati, for her critical advice and unsurpassed knowledge of doing research that are invaluable in both academic and personal levels.

Then, my deepest gratitude is to all lecturers at English Language and Letters Department, especially Ibu Istiadah, Ibu Syafiyah, Bapak Miftahul Huda, Bapak, Ibu Ulil Fitriyah, Ibu Lina, and all of lecturer in Humanities Faculty, who have taught me so many great lessons. My thank you also delivers to my sister, AyuWahyuni and her husband, Hasan Dg. Ngemba, and my nephew, Mohammad Dzakwan Al-Ahsan.

I am rightfully proud of my second family members in Advanced Debate Community, Ainun, Luluk, Sofi, Ira, Taufik, Cika, Azis, Ifa, Ndaru, and all members I do not mention. Your togetherness teaches me to value life as a place to defend and offend just like debate competition. Thank you so much. Also to my best friends in English Language and Letters Department, such as: Wildan Habibi, Septa Prifanti, Istiqomah, Kholidatul Imaniyah, Nur Fatikh Rifana, and others whom I cannot mention one by one.

Moreover, my thankfulness goes to my best brother, DwiFebrianto, who is always there in my sadness, my bad mood, and my happiness. Then, I do not forget to say thank you so much for all the teachers and the staffs of MAN 1 Malang, Ibu Niken, Ibu Laras, Bapak Waluyo, and Bapak Subhan, for allowing me to observe in the school. The last, I would like to say thank you for Fitrah, Arif, Akbar, Emal, Dewi, Zunna, and Muyas for the good teamwork and the surviving struggle during the thesis consultation. Thank you so much.

Datum 8

Aly, A. (2015). *Match Making Problems in Marah Rusli's Sitti Nurbaya and Jane Austen's Pride and Prejudice*. Maulana Malik Ibrahim state Islamic University of Malang.

Alhamdulillah, in the name of Allah, the Most gracious, Most merciful, the only God on earth. Second of all, may *Sholawat* and *Salam* will always be sent to the prophet Muhammad pbuh, who brings light for Islam as the faithful religion.

This gratitude is expressed for the kindness of God and Rasul; without the power and strength given to the writer, this thesis will never be accomplished. Without the help or support from other parties, this thesis will end up as an undone research plan. Thus, the writer extend gratitudes to the advisor, Mr. Miftahul Huda who has guided me and gave many important ideas during the process of writing this thesis.

The writer also would like to extend a great thanks to:

1. Prof. Dr. H. Mudjia Rahardjo, M.Si the Rector of Maulana Malik Ibrahim State Islamic University of Malang, for leading this university very well.
2. All lecturers and staffs in the Faculty of Humanities, for working so hard arranging schedule and other administrative stuffs during my study;
3. My Parents, for never letting me down.
4. My Uncle, for the support and help.

In the end, the writer is fully conscious about the imperfectness of this thesis. Therefore, the writer openly accepts any constructive suggestion regarding the content of this thesis. Hopefully, this thesis can be an alternative reference for any similar studies conducted in the future.

Datum 9

Alfa, R.R. (2015). *Epistemic Violence Suffered by Subalterns In Ken Saro Wiva's Africa Kills Her Sun and Raphl Ellison's The Black Ball*. Maulana Malik Ibrahim state Islamic University of Malang.

In the name of Allah, the Beneficent and the Merciful. All praises and thanks are to Allah, the Master of the universe. Peace is upon the prophet Muhammad SAW, the best role model in this world, and his household, his companions and his faithful flowers. Hopefully, he could give his hand to us in the hereafter. Thereby, I can accomplish my thesis entitled *Epistemic Violence Suffered by Subaltern in Ken Saro Wiva's Africa Kills Her Sun and Raphl Ellison's The Black Ball* as the requirement for the degree of Sarjana Sastra in English Language and Letters Department, Faculty of Humanities at Maulana Malik Ibrahim State Islamic University, Malang.

This thesis owes its existence to the help, support and inspiration of several people. I would like to thank all the people who contribute in some way to the work described in this thesis:

1. Prof. Dr. H. MudjiaRahardjo, M.Si, as the Rector of Maulana Malik Ibrahim State Islamic University, Malang.
2. Dr. Hj. Istiadah, M.A, as Dean of Humanities Faculty of Maulana Malik Ibrahim State Islamic University, Malang.

3. Dr. Syamsudin, M.Hum, as Head of Department of English Language and Letters of Maulana Malik Ibrahim State Islamic University, Malang.

4. Miftahul Huda, M.Pd, as the thesis advisor whose support and guidance made my thesis work possible. He has been actively interested in my work and has always been available to advise me. I am very grateful for his patience, motivation, enthusiasm and immense knowledge in literary criticism.

5. I would also like to thank the board of examiners Muzakki Afifudin, M.Pd and Dr. Syamsudin, M.Hum, whose commentaries and suggestions have helped me believe that I will always be able to do and give my best.

6. My greatest gratitude also goes to my parents for the perpetual prayers, hopes and supports which help me endure difficulties and make me believe that I will always be able to do and give my best.

7. A very special thanks goes to my friends and classmates for the beautiful moment during the learning time in this last four years. They are fundamental in supporting me during these stressful and difficult moments.

8. Finally, I would like to acknowledge all my friends in Pusat Ma'had Al-Jami'ah supervisors for the support during the time of me working on this thesis. This thesis is far from perfection and has so many lacks in several aspects. Criticism and suggestions are welcomed to the researcher for the improvement of this thesis. Hopefully, this thesis would give benefit especially for the researcher itself and all readers in general.

Datum 10

Daoh, N. (2015). *An Analysis of Code Switching in the Lyrics of Bird Thongchai McIntyre's Songs*. Maulana Malik Ibrahim State Islamic University of Malang.

My deepest gratitude goes to Allah SWT, for all his blessings and mercies so I finally can finish this thesis. It is only for him I give all my hopes and wishes. Shalawat and salam are always blessed upon our prophet Muhammad SAW who has guided us to the right way of life.

There are many people who have given their participation and their support to me in finishing this thesis. Because of that, I would like to say thank you very much for those who had contributed. First of all, my thesis advisor, H. Djoko Susanto, M.Ed.Ph.D who has patiently and conscientiously guided, helped, and gave me advice in conducting this thesis.

My sincerest gratitude also goes to my parents (Abdul Bari and Ropeesah Daoh), my little sisters (Nureeda and Najwa), my friends, in English Letters and Language Department 2012 especially my close friends, Nurafnee Sulong, Nadya Alfi Fauziah and Fildi Chelia Ginasya who always support each other for our thesis. And my friends from Thailand who learn in this University we cannot mention one by one.

Finally, as a human being, I am really aware of some weaknesses of this research that I have conducted; therefore, I expect endless constructive criticism

and suggestion for betterment of the research in this area to help the future researcher to conduct much better researches in Linguistics.

Datum 11

Ningtyas, R.I. (2015). Hedging Found in Students' Academic Writing of Maulana Malik Ibrahim State Islamic University of Malang. Maulana Malik Ibrahim State Islamic University of Malang.

Firstly, all praises to Allah SWT, the only God in this universe, who always gives me big opportunity to learn and learn so that I can successfully finish my thesis as well. My *sholawat* and *salam* also always be given to the most perfect creature in this universe, Prophet Muhammad SAW, the only idol of human in the world, from whom I can learn and choose Islam as my best choice.

Secondly, I would like to say my deepest gratitude to my beloved father and mother, without their support and motivation, it seems impossible for me to study in this university. My thank also goes to my parents and all families, especially bu Tutik, om Isro', cak Nurul, cak Roziq, adik Kiki, Devi, and Rafy, also my senior mbakYuni and cakBagus, who have advised and helped me during writing this thesis. Thank you very much. I also will never forget to my family in Abu Hanifah dormitory, especially bu Hanifah, pak Sholeh, Lailin, Fitra, mbak Ifa, and all members of the dormitory, thank you for your love and support.

Foremost, I would like to send my sincere thank for my advisor, Mr. Agus Eko Cahyono, M. Pd, who always gave his valuable time to read, revise, and advise me during writing my thesis, and my academic supervisor, Mrs. Rina Sari, M. Pd, who always gives motivation and advice since I was in the first semester. My gratitude also goes on the whole lecturers, Dean, the Head of Department, and BAK officers in Faculty of Humanities who helped and taught me many things during studying. Thank you so much.

Finally, it really needs big efforts during conducting this study, of course, this study is still far from the word '*perfect*'. Thus, it still needs comment and also suggestion in order to make it better.

Datum 12

Ulum, E.M. (2015). Malala's Struggles Against Unfairness in Malala Yousafzai and Christina Lamb's *I am Malala*. Maulana Malik Ibrahim State Islamic University of Malang.

All praise is always to be God of the universe, Allah SWT, for his blessing and Mercy. Therefore the researcher can accomplish the thesis entitled *Malala's Struggles against Unfairness in Malala Yousafzai and Cristina Lamb's I Am Malala* as the requirement for the degree of *Sarjana Sastra*. Then, for the last prophet Muhammad SAW, May *Shalawat* and *Salam* of Allah are still delivered to you till hereafter. Aamiin.

For the great sacrificial to finish this research. There are many obstacles in the arrangement process of this research. Nevertheless, they are disappeared because of support and encouragement from all. And now, the research is done,

ultimately. Therefore, the researcher should say thanks to her supervisor Dr. Syamsuddin. M, Hum, who had given his guidance and support during the process of doing this thesis.

Moreover, the researcher is also thankful to her beloved parents Supaken and Lasemi who have been the best guide in the world. Then, to all sisters in womb for all support, care, and motivation. Then, to all of teachers especially who have been guided to the light of life; science and knowledge. Lastly, big thanks presents to the number of BTCQ's family.

Ultimately, the researcher realizes that this research is still having some deficiency. Therefore, the researcher needs the constructive suggestions from the readers to make it better. And hopefully this research can inspire the readers to conduct the better analysis.

