

APPROVAL SHEET

This is to certify that Munif's thesis entitled **Generic Structure and Functional Choices of Gratitude Expressions in the Thesis Acknowledgment Written in English by Indonesian Undergraduate Students** has been approved by the advisor for further approval by the Board of Examiners.

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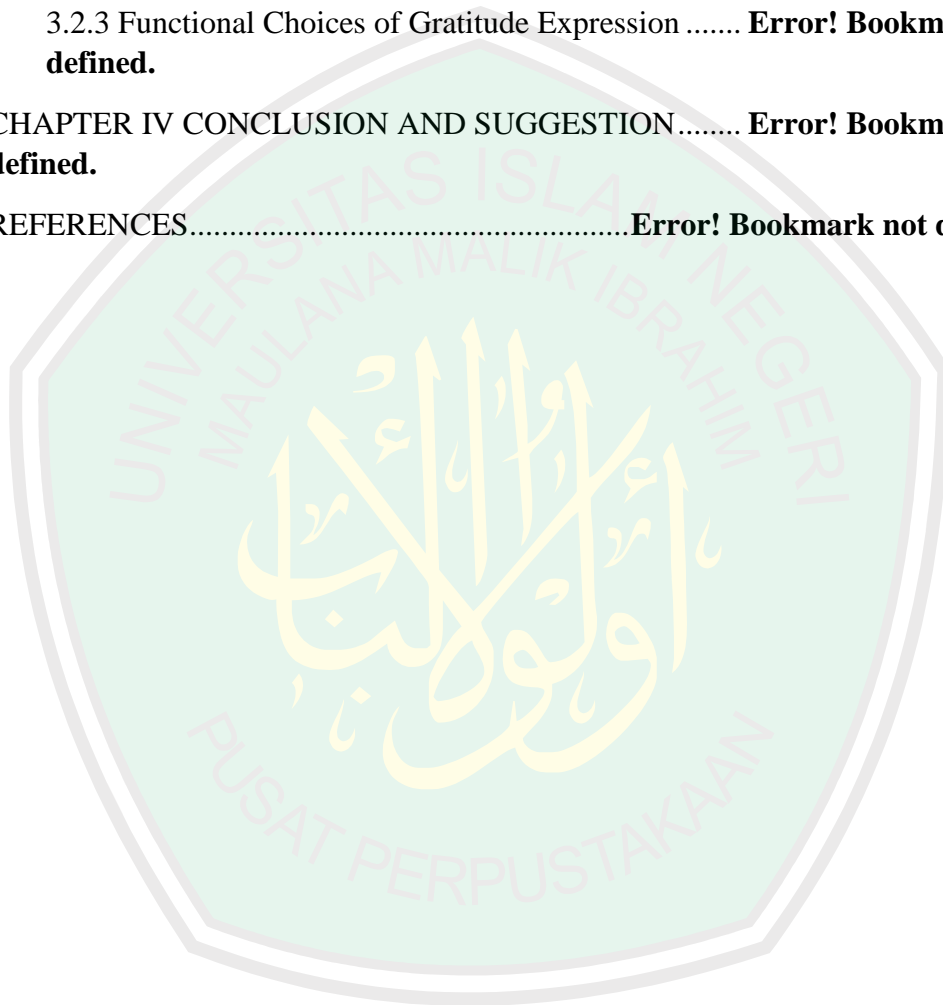
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Malang, June 22nd, 2015

Munif



THESIS DEDICATION

This thesis is dedicated to my beloved parents. Thousands of thanks to them for the love and affection they wholeheartedly gave me.

“I LOVE YOU MOM, DAD!”



MOTTO

Allah will never give us anything freely. Everything must be from effort, struggle, and prayer.



ABSTRACT

Munif, 2015. *Generic Structure and Functional Choices of Gratitude Expressions in the Thesis Acknowledgment Written in English by Indonesian Undergraduate Students*. Thesis. English Language and Letters Department. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Galuh Nur Rohmah, M.Pd., M.Ed.

Keywords: Generic Structure, Move, Sub-move (Step), Functional Choices of Gratitude Expression

The current study is aimed at identifying the generic structure and the functional choices of gratitude expressions of thesis acknowledgment written in English by Indonesian undergraduate students from Maulana Malik Ibrahim State Islamic University of Malang (UIN) and Petra University Surabaya. It is divided into two main issues, generic structure and functional choices of gratitude expressions. To examine the generic structure, genre analysis is at work. It reveals that the generic structure of Maulana Malik Ibrahim State Islamic University of Malang and Petra comprises introductory move, thanking move, announcing move, and signing off. There are two steps of introductory move; reflection on writing the thesis, and praising God and prophetic saying for UIN; four steps for thanking move; presenting participants, thanking for academic assistance, for moral support, and for resources; and two steps of announcing move; accepting responsibility and hope for contribution. In the second phase, the writer uses Systemic Functional Linguistics. From the ideational, interpersonal, and textual analysis of the gratitude expressions, it is concluded that the different choices of processes, themes, and pronouns are influenced by the sociocultural and interpersonal relation of the writers and the addressees.

From the two analyses, the writer concludes that the generic structure of acknowledgment is a written form of writer's interpersonal relation with the addressees. The clear and regular pattern of the genre, the complex hierarchy of thanks, and the frequent use of interactant pronouns reveal that acknowledgment is culturally bound with the sociocultural, socio-religious, and institutional background of the writers.

This thesis portrays only few of various phenomena which occur in Indonesian acknowledgments. It is purely corpus-based study that further research which includes the writers', readers', and addressees' personal view is seen significant. Different samples, such as graduate and post graduate students' thesis acknowledgments, books, journals, and so forth, are also worth researching.

CHAPTER I

INTRODUCTION

This chapter contains background of the study, research focuses, objectives, significance, scope and limitation, definition of the key terms, and research method.

1.1 Background of the Study

Acknowledgment in Indonesia seems to be an obligatory to write in the scholarly writing especially thesis even though there is no any written agreement among scholars. A student who has completed his/her thesis might feel something missing without writing acknowledgment. He/she is aware that it plays crucial role to express gratitude to the ones or parties who have already put a role upon the finished writing. Hyland (2003: 1) notes 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.” Its widespread use in any academic writings shows its significance to consider in the scholarly discourse. However, as the researcher aware, acknowledgment in Indonesian context has received little attention in the literary research for its absence in the scholarly writing. To fill this gap, this research is intended to find out the generic structure and functional choices of gratitude expressions in the acknowledgment written in English by Indonesian undergraduate students.

Researches on acknowledgment have been focused on its generic feature and thanking strategy employed by the writer (Giannoni, 2002; Hyland, 2003; Al-Ali, 2010; Cheng, 2012). Giannoni (2002: 30), under his study on English and Italian article acknowledgment, identified an introductory move which is assumed as optional part and obligatory credit mapping folded into three possible steps; allocating credit to institutions, to individuals, and claiming responsibility. Apart from Giannoni, Al-Ali (2010: 8) proposed eight-move structure to incorporate the sociocultural components of the Arabic acknowledgment. He finds additional specific features in Arabic acknowledgment, praising and thanking Allah (God) for every single favor bestowed.

In term of thanking expression, Hyland (2003: 22) notes that the textualisation of gratitude is not entirely on personal arbitrariness, but culturally bound with the stream of society. His following research with Tse (2004: 274) reveal 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. Cheng (2012: 16) examining the thesis acknowledgment written by Taiwanese and North American master students states that people with different culture write different modes of expression. He found that Taiwanese students (TS) use more thanking expression than North American Student (NAS) do. In addition, Kudi and Rezaei (2014: 37) examine the acknowledgment of various genres (textbooks, research articles, MA & Ph.D

theses, etc.) written by Native Speakers of English (NSE) and Iranian through Halliday's theory of Systemic Functional Linguistics (SFL). They conclude that the contextual, cultural, and institutional factor influence the production of academic genre, including acknowledgment.

The previous research mainly discussed the generic structure and the rhetorical choices of gratitude expressions employed by group of students in one social context across discipline (Hyland & Tse, 2004; Al-Ali, 2010, Abdollahian, 2013) and by native speakers of English (NSE) and non-native speakers of English (Giannoni, 2002; Kuhil & Rezaeil, 2014; Cheng, 2012). They focus on genre analysis intended to find out the rhetoric of the acknowledgment using English for Specific Purpose (ESP). There have been relatively few studies that employ Halliday's (1994) theory of Systemic Functional Linguistics (SFL).

1.2 Research Problems

The current research identifies the acknowledgment genre and the linguistic and functional choices of gratitude expressions of Indonesian undergraduate students from two universities, Maulana Malik Ibrahim State Islamic University of Malang (UIN) and Petra University. Both are universities with different religious foundation; UIN is well known for Islamic and science integration program with pesantren design while Petra University is known for its strong principle upon Cristian value. They are subjected for the writer's curiosity to trace their acknowledgment difference in both generic structure and choices of gratitude expressions. The writer believes that the different religious foundation of the universities has significant influence towards student's thesis acknowledgment

as it flows in line with the stream of the writer's demographic, norm, culture, and religion (Al-Ali, 2010: 23). Specifically, it identifies the following four questions:

1. What are the generic structures of thesis acknowledgments written by students of Maulana Malik Ibrahim State Islamic University and Petra University?
2. What causes the realization of the sub-moves in the thesis acknowledgment of Maulana Malik Ibrahim State Islamic University and Petra University?
3. What are the functional choices of gratitude expressions employed by students of Maulana Malik Ibrahim State Islamic University and Petra University?
4. How are the generic structures and functional choices interrelated?

1.3 Objectives of the Study

The current study is aimed at identifying four folded issues: (1) the generic structures of undergraduate student's thesis acknowledgment written by Maulana Malik Ibrahim State Islamic University of Malang and Petra University, (2) the rationale behind the emergence of the moves and sub-moves, (3) the functional choices of gratitude expressions employed, (4) and in the end it is hoped that it can explain the interrelation between generic structure and the functional choices of gratitude expressions employed.

1.4 Scope and Limitation

The current study is only corpus-based which focuses on the generic features and the writers' linguistic and functional choices of gratitude expressions. It does not trace the pragmatic purposes of the writers or the perception between the writers and the acknowledgee as well as the readers, that the result might be different from the personal intention or view of every individual. To avoid any bias result, it is restricted only on the acknowledgment written in English by students from English Department as it is presupposed that acknowledgments from other disciplines have their own specific characteristic.

The weakness of this study lies on the researcher's limited knowledge of Systemic Functional Linguistics (SFL). The researcher realizes that it is not an easy task to understand a text based on this theory because it is the researcher's first experience. Thus, the analysis might not be very deep.

1.5 Significances of the Study

The finding is expected to give a significant contribution on theoretical and practical matters in the area of genre text. It theoretically fills in the generic structures and functional choices of gratitude expressions in both Islamic and Cristian-based College student acknowledgment.

Practically, the finding can be made as students' guidelines when making acknowledgment. It will raise awareness upon students and teachers that they can improve writing acknowledgment. Besides, finding the very scant research on Indonesian acknowledgment, the writer hopes that it can drive the other researchers interested in the Indonesian acknowledgment.

1.6 Definition of the Key Terms

In this study, we have several key terms to define. They are as follow:

1. **Generic structure** is the generic formula of acknowledgment. In the current research, it deals with Hyland's "move" which consists of "reflecting, thanking, and announcing" move.
2. **Move** is an order or sub division of acknowledgment structure.
3. **Step** is the sub-move or the minor part of move.
4. **Functional choice** is the writer's choice of thanking expressions related to the function of language in society including writer's interpersonal purpose.

1.7 Research Method

Descriptive qualitative method with discourse analysis approach is employed in this study since the intended result is the brief description of generic structure and the functional choices used by undergraduate students from both Maulana Malik Ibrahim State Islamic University of Malang and Petra University. To find out the generic structure, Hyland's (2004) three move model was employed. It comprises optional reflecting move, obligatory thanking move – which is divided into four sub-moves or steps, presenting participant, thanking for academic assistance, thanking for resources, and thanking for moral support – and announcing move divided into two, accepting responsibility and dedicating the thesis.

In the second phase, to identify the linguistic and functional choices of gratitude expression, Halliday's (1994) Systemic Functional Linguistics (SFL) is at work. Three types of metafunctions (ideational, textual, and interpersonal) are

used to analyze the functional choices of expressions to identify whether the components represent the communicative purpose of the writer or it is embedded with cultural, institutional, and writer-reader relation. To converse the semantic metafunctions into structural patterns, the researcher uses three lexicogrammatical system of Transitivity, Mood, and Theme. Transitivity involves a configuration of a process, participants and circumstances. Mood is related to the speech function, and Theme concerns how information within individual clauses is embedded in the larger text.

1.7.1 Research Instrument

The main instrument in data collection and data analysis is the researcher himself. Some processes were done by researcher in either collecting and analyzing the data, such as scanning the source, reading, grouping the moves, and so forth. Besides, the researcher used the camera of smartphone to take the picture of the selected data sources.

1.7.2 Data and Data Source

The data sources were theses from two universities, Maulana Malik Ibrahim State Islamic University of Malang (UIN) and Petra University, Surabaya. They were 25 theses, 12 of which were from UIN and 13 of which were from Petra University. They were restricted to the theses written in English by undergraduate students not more than seven years ago. The sources were directly accessed in the library of the subjected universities.

The data were in the form of text, the whole text of acknowledgment written by students of Maulana Malik Ibrahim State Islamic University of Malang (UIN) and Petra University, Surabaya. Figures and examples were taken from the sources by omitting the writers' names or any elements which could reveal the identity of the concerned people.

1.7.3 Data Collection

The process of collecting the data was conducted through scanning. The researcher scanned the acknowledgment then selected it if it was thought to be different from the previous acknowledgment. It was then photographed using smartphone. Scanning was stopped when the data were supposed to be saturated. They were then copied to personal computer and printed to ease the analysis.

1.7.4 Data Analysis

The analysis of the data was divided into two sections. In the first section, to identify and compare the generic structure, Hyland's framework of three moves was employed. The data were first grouped into the three provided moves, then the components of each move were grouped into a smaller part called sub-moves or steps. Any elements which could not be included into the three move models were allocated in the new moves or sub-moves, e.g. *signing off*. In the second section, Halliday's theory of Systemic Functional Linguistics (SFL) was used. The main object of the analysis in this second section is the second move, thanking move. As mentioned in the previous discussion, in this second section the researcher used three kinds of metafunction; ideational, textual, and interpersonal.

To identify the ideational metafunction of the gratitude expression, the analysis was based on the choices of process (it is called ‘verb’ in the conventional grammar). In the textual and interpersonal part, the analysis was based on the theme, mood, and interactant pronouns.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the profile of Indonesia and two subjected universities, current common research on acknowledgment, and some fundamental theories are briefly presented.

2.1 The Socio-cultural Profile of Indonesia and the Participating Universities

The reason of having some shed light on socio-cultural context of the study is due to the nature of language which cannot be separated from the social encounter of the speaker. Following Austin's (1962: 3) voice that language is a social action, any kinds of writing, more over an acknowledgment which has no certain formula of what it should ideally be written, must go hand in hand with the socio-cultural construction of the community in which the writer lives. It is certainly true when Fairclough (1989: 21) notes that text reflects and enforces social structures. It goes not only to the production and consumption of text but to the whole process of social interaction. Now that on the two opinions the current research is laid, Indonesian choices of gratitude expressions and cultural construction are worth learning to begin with.

Indonesia is a country which has over 260 million people (The projection of Indonesian Statistic Center, 2010) with multiethnic, religion and culture. The majority of the people are highly fanatic to religion that they mostly tend to

behave and act based on the religious value in their daily activity including the way they bestow thanks. It is formulated through the first part of the five



philosophical basis of human right of this country (Pancasila), *ketuhanan yang maha Esa* (Believe in the one Supreme God).

The fact that this principle is put in the first, prior to other values like humanism, justice, wisdom, etc., shows the dependency and belief of Indonesian that they commonly rely everything they have on religion. Religion is not exclusively seen as a matter of divinity and eschatology but more than that. Consequently, most of their actions are the manifestation of their solely belief and high principle to the religion. Thus, it is logic to relate Indonesian sociocultural tradition and norm with the values of their religion. To the extend, as for writing is representation of the writer's identity, culture, and customs (Fairclough, 2003: 145), analyzing students' acknowledgment in accordance with their religious values is seen ideal and novel.

Two universities with different religious background, Maulana Malik Ibrahim State Islamic University of Malang and Petra Christian University, are under the projection of the current research. The reason of subjecting Islamic and Christian-based universities is due to the fact that both have the most believers in Indonesia. In addition, a campus with religious bases other than Islam and Christian is not found in this country. The following is the contextual explanation of each university.

2.2 Gratitude Principle in Maulana Malik Ibrahim State Islamic University of Malang

UIN is a university located in Malang, East Java, which can successfully integrate Islamic value with one-year classical boarding school design called

Ma'had. Students are obliged to stay in Ma'had during their first year study to deepen Islamic value, customs, and worship. The values are manifested into their daily activities including the content choice of day-to-day greeting, choices of gratitude expressions, and so on. According to Watt (1987) cited in Faruqi (2005: 26), Ethnic and religious identity can be assimilated in the case of Islam. Moreover, most of the environment from which they come including families are tightly bound with Islamic values. In the welcoming speech, for example, Moslems in Indonesia tend to give special thanking to Allah as the starting point of the speech. It is usually expressed in Arabic language in the beginning of the speech. One of the common expressions is as follow:

الحمد لله رب العالمين والصلاة والسلام علي اسرف الانبياء والمرسلين وعلي اله
وصحبه اجمعين, اما بعد....

"Praise be to Allah, the lord of the universe. Prayer and peace be upon the prophets and messengers, his family and all his companions, either after...."

The common Islamic heritage which is generally practiced upon the students' encounter in their daily activity is also shared in their writing. Following the note of Fairclough (2003: 145) that one's writing is the representation of his/her own identity, culture, and customs. To the more extent, the fact that this university designs an integration system between science and Islamic values creates student's self-awareness of inserting Islamic value upon their writing.

In relation to the values of thanking, Islam has prescribed a shared body of values and convictions for conduct. Al-Isfahani (2001: 432), a distinguished and well-known Arabic scholar for his expertise in the Holy book (Al-qur'an) interpretation wrote that 'thanks' or 'syukur' in Arabic refers to the idea inside

human's thought about the luxury and he/she express it out to others. In Al-qur'an, the word 'syukur' is correlated to the word 'kufr', one of which is in QS Ibrahim (14): 7.

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِنْ كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ
"And [remember] when your Lord proclaimed, 'If you are grateful, I will surely increase you [in favor]; but if you deny, indeed, My punishment is severe'".

The above sentence conveys that being thankful to Allah is an obligated deed among Moslems. We can see from the words following 'syukr', 'kufr', and it is substantially stated that the 'kufr' or unthankful ones are given punishment. Islam highly recommends the Moslems to be surely thankful to both Allah and other people.

For Moslem in Indonesia, paying gratitude for others' favor is not only on account of religious motif but also embedded with sociocultural value inherited by their ancestor from time to time. They not only see 'expressing thanks' as ritual or paying gratitude, but also a form of social conduct. They usually feel guilty when finding themselves forget to pay every single favor out somebody else ever did to them. In sum, the action of thanking is tightly embedded within their social order.

2.3 Gratitude Principle in Petra University

The second subject for comparison is Petra Christian University, which is located in Surabaya. Petra is a well-known Christian university for its quality and cultural values which is embedded from the values of Christian. Many wise words

stuck on the walls of the buildings are found to inspire and teach the students about the life and Christian values.

In term of gratitude, Christian has a special day named ‘Thanks Giving Day’. It is celebrated to remind the Christian believers to the lord for every single grace, favor, and happiness He already bestowed. It is also mentioned in the Christian Holy book that everything we had including wealth, family, free time, friends, etc. is all from God. It is stated, “*Every good gift and every perfect gift is from above*” (James 1:17).

The concept of thanks in Christian is theoretically similar to that in Islam. Both highly recommend the believers to be thankful to either Lord or human when something good happens. However, there is slightly different perspective in regard with the ground. Christian believes that God struggled and sacrificed Jesus for the grace and happiness of the human or the believers. As it is stated, “God wants us to love Him, for He loves us so much that He sent Jesus to die for us take away our sins” (Primary Course, Psalm 107: 1-43).

2.4 Genre Analysis in Acknowledgment

The focus of genre analysis is not on the content of the text, but more on the feature employed. The definition of genre is on debate for decades and even centuries (Jensen and Moustén, 2005). Genre is commonly associated with texts like short story, letters, newspaper, novels, and some other fiction text, but this opinion no more works for its broader definition. Genre, according to Swales (1990: 13), comprises a class of communicative event. Communicative event is defined as ‘one in which language plays both significant and indispensable role’.

It is a complex notion comprising not only of the discourse but also the role, the environment, and culture surrounding it. Even, Jensen and Moustén (2005: 34) argue that “any situation involving language, be it spoken or written would qualify as a communicative event”.

As communicative event becomes the key point for Swale’s notion, he then argues that a genre can be distinguished according to its communicative purpose. Two or more text may have similar topic, but different genre. For example, two texts explain about boarding school; the first text is a list of boarding school regulation while the second one is a description of student’s daily activity. Both share the same topic, boarding school, but they belong to different genre for their different communicative purpose. In addition to the communicative purpose, some aspects like contents, positioning, and form are also considerable part in determining genre. Slightly different from Swales, Bhatia (1993: 213) tends to have more focus on the communicative purpose. He argues that ‘communicative purpose is a fairly reliable criterion to identify and distinguish sub-genre’. A genre would be different once its communicative purpose changes in a significant way. A totally distinct view from that of the two, Berkenkotter and Huckin (1995: 1), see that genre is closely related to the norms, value, and ideology.

‘Genres are intimately linked to a discipline’s methodology, and they package information in ways that conform to a discipline’s norms, values, and ideology. Understanding the genres of written communication in one’s field is, therefore, essential to professional success.’ (Berkenkotter and Huckin, 1995: 1)

This statement shows that there is an obvious connection between genre and the surrounding sociocultural encounter. What is interesting from the above parameters is ideology. Following this notion, a genre must be rooted deeply in its disciplines since ideology is the very basic part determining one's conduct. Hence, a genre may be more than just a way of structuring and presenting a message. If a genre is defined by its own discipline, the writer should have even less influence on the genre than what is normally expected. This view has broader view and gives interesting angle to the entire discussion.

The current research focuses more on the work of Swales and Bhatia, projecting the genre from its communicative event. However, the writer realizes that some other aspects like norm, value, ideology, etc. should also be considered for the better result. In addition to the above consideration, Bhatia's (2004: 205) point of convention is also in mind as it is seen significant for genre analysis. Even, He points out that 'the most important feature of this view of language use is the emphasis on conventions'. This notion is explained in the nature of the genre concept which he describes as follow:

'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.'
(Bhatia, 2004)

The conclusion from the above explanation is that genre and convention are two inseparable notions. If no convention is found in a text, no specific genre could be associated with. However, 'a text written on the basis of

no conventions at all is not likely to exist' (Jensen and Moustén (2005). Thus, all text must belong to some genre (Bhatia, 2004: 205).

The model employed in the current research is Hyland's (2004) three-move model which was constructed based on the modification of Swale's (1990) move analysis. The following is Hyland's move structure of acknowledgment:

Table 2.1 Hyland's Move Structure of acknowledgment

1. Reflecting Move	introspective comment on the writer's research experience
2. Thanking Move	mapping credit to individuals and institutions
a. presenting participants	introducing those to be thanked
b. thanking for academic assistance	thanks for intellectual support, ideas, analyses feedback, etc.
c. thanking for resources	thanks for data access and clerical, technical or financial support
d. thanking for moral support	thanks for encouragement, friendship, sympathy, patience, etc.
3. Announcing Move	statements delineating responsibility and inspiration
a. accepting responsibility	an assertion of authorial responsibility for flaws or errors
b. dedicating the thesis	a formal dedication of the thesis to an individual(s)

According to Hyland and Tse (2004: 274), acknowledgment offer students a unique rhetorical space to both convey their genuine gratitude for assistance and to promote a capable academic and social identity. He notes that acknowledgment is like other texts, constructed with a coherent structure and orderly completed with patterns of expression. Difference in both the way of expressing gratitude and/or order of structure is seen as flourishing variations which always occurs in any genres of text.

2.5 Systemic Functional Linguistics (SFL)

In the second phase, Halliday's Systemic Functional Linguistics (SFL) which is usually known as "the Sydney School" is at work. This theory is employed to identify the functional meaning embedded in the acknowledgment. SFL is defined as "a theory about language as social process and an analytical methodology which permits the detailed and systematic description of language pattern" (Eggins, 2004: 20). It studies the functional and situational organization of language in the social context (Halliday, 1985: 11), putting an emphasis on semantics (Haratyan, 2011: 113), context and language in use (Fryer, 2007: 35). This focus is based on how this theory views language. Halliday & Matthiessen (2004: 269) sees language based on two functions: "making sense of our experience, and acting out our social relationships". This view grounds his phenomenal theory of metafunction consisting of *ideational*, *interpersonal*, and *textual*. Language is like a camera, shooting upon every single activity humans have, then the result is put into categories which are in the end configured into structural patterns. Those patterns are constructed and strongly correlated with the function, which he calls *ideational metafunction*. In this part, language is seen as reflection of one's experience.

In addition to viewing and recording every single experience human has, language also functions as social action. It is what Halliday means by *interpersonal metafunction*. He says that language acts out "our personal and social relationship with the other people around us" (Halliday & Matthiessen,

2004: 267). It is language that can bridge one's will of e.g. asking for favor, requesting, thanking, and apologizing. Language eases humans to have a social interaction with the surrounding people. Furthermore, language cannot be separated to the textual function as in the process of meaning-making, humans must think of the appropriateness of their speech. That is how SFL sees language from the *textual metafunction*. It deals with the cohesive and coherent text production by organizing and structuring the linguistic information in the clause.

Those three metafunctions are integrated into one another reflected in “a huge system network of meaning potentials including sub networks of transitivity (Haratyan, 2011: 351). The following is a deeper explanation of each for further understanding:

2.5.1 Ideational Metafunction

Ideational metafunction gives grammatical resources at clause rank to construe the inner and outer experience as the domain of functions and meanings of text (Haratyan, 2011). It is related to the way in which human experience is construed (Halliday and Matthiesan, 2004: 29 – 30), and subdivided into *experiential* and *logical* meaning.

2.5.1.1 Experiential Meaning

Experiential meanings encode experience and include the way concrete and abstract events, things, and qualities are categorized. These meanings are represented in the clause by the functional constituents; Process, Participant, and Circumstance. Process is another name of verb in traditional grammar. In the

concept of traditional grammar, verb is required in the clause, and so is Process in Systemic Functional Grammar. What is important is that the type of Process determines the meaning of the clause (Haratyan, 2011: 352).

Process is classified into six types: material, mental, relational, behavioral, verbal, and existential. Material processes typically construes the act of doing or verbal action. They include verbs such as *run, walk, play, and so forth*. In contrast, Mental Process represents the inner experience of perception, consciousness, and emotion, *like think, feel, love, etc.* Relational Process is related to “being and having” and usually functioned to identify and characterize participant(s). The common one is “be”, but other identifying and attributive verbs such as *seem, represent, and indicate* are also at work. Relational Process can also be realized through possessive verb such as *have* and *noun*. Behavioral Process construes psychological and physiological behavior such as *dance, dream, and smile*. These processes may be difficult to identify as they are a bit undistinguishable from material or mental process (Fryer, 2007: 37). For example, “*Jack cried when he broke his brown*” could be interpreted as either behavioral (representing the physiological process of crying) or material (signifying the act of crying). Verb such as *speak, ask, and report* commonly represent Verbal Process. They explain the experience of bringing the inner world outside by speaking and they project the words of what said or written (Fryer, 2007: 31), e.g. *Jill said that Jack fell down*. Existential Process is rather similar to Relational Process, but it is always accompanied by existential *there*. For example, *There was a strong storm yesterday in Manila*.

Participant roles vary depending on the Process type and are determined by the nature of the participant's involvement with the process. For example, the Participant in the material clause *Jack fell down* (participant: actor) is different from that of the existential clause *There was a boy called Jack* (Participant: Existent).

In contrast to Participant, Circumstances occur freely in all types of clause and are not dependent on Process type. It can be illustrated by adding different Circumstances to the same Participant-Process combination, as in *Jack fell yesterday* (Circumstance: location, temporal) and *suddenly Jack fell* (Circumstance: manner, quality). The following is the list of Circumstance types.

Table 2.2 Processes, Participants, and Circumstances (Halliday and Matthiessen, 2004: 260-263).

Process type	Clause meaning	Participants, directly involved	Participants, indirectly involved	Circumstance type
Material	Doing Happening	Actor, goal	Recipient, Client; scope, initiator; attribute	Extent, location, manner, cause, contingency, accompaniment, role, matter, angle
Mental	Sensing	Senser, Phenomenon		
Relational	Being Having	Carrier, attribute		

2.5.1.2 Logical Meaning

Logical meanings are encoded in clause complexes, in which “clusters” of clauses and their experiential meanings combine to form inter clause message (Fryer, 2007: 334). Clauses can be described in terms of their interdependency

(taxis), as either paratactic (equal status) or hypotactic (unequal status). They can also be defined in terms of their logico-semantic relationship (Halliday and Matthiessen, 2004: 376), as expansion or projection.

For example, in (1) below, the two clauses are paratactic, i.e., of equal status, and the second clause “expands” on the first. More specifically, in this instance, the expansion of the first clause by the second can be described as “enhancing” the information provided in the first clause by qualifying what happened after Jack fell. According to SFL, there are three ways of expanding a clause: by **enhancement** (see (1) below), by **extension** (see (2) below), and by **elaboration** (see (3) below).

- (1) Jack fell down + and broke his crown (paratactic, enhancing)
- (2) Jack fell down, + and Jill came tumbling after (paratactic, enhancing)
- (3) Jack fell down; + well, what did you expect? (Paratactic, elaborating)

Examples of hypotaxis, in which the second clause is dependent on the dominant first clause are illustrated below in (4)-(6).

- (4) Jack fell down because he slipped (Hypotaxic, enhancing)
- (5) Jack fell down, while Jill continued up the hill (Hypotaxic, extending)
- (6) Jack fell down, which is no surprise (Hypotaxic, elaborating)

Projecting clauses are realized by verbal and mental Processes like *say*, *report*, *believe*, and *predict*. These clauses can be used for quoting and reporting, as for example in speech, which can be direct (paratactic clauses) or indirect (hypotactic clauses), as demonstrated in (7) and (8). An example of reporting using a mental Process is given in (9).

- (7) Jill said, + “Jack fell” (paratactic, projecting - quoting)
- (8) Jill said + that Jack had fallen (paratactic, projecting - reporting)
- (9) Jill thought + that Jack had fallen (paratactic, projecting - reporting)

The examples above show that clauses are frequently bound together by conjunctions, and these can have either a coordinating (paratactic) or a subordinating (hypotactic) effect on the clause to which they belong. The choice of conjunction indicates the type of expansion or projection, and predicts the logical relationship between clauses. For example, in (4), the conjunction *because* introduces a reason for Jack’s falling, giving the clause a “causal: reason” function. If this conjunction were replaced with, for example, the conjunction *whenever*, the clause would still be enhancing but with a “temporal” function indicating the frequency or regularity with which Jack falls.

Clause positioning within clause complexes also has an important role in encoding logical meaning. Functions can be emphasized or de-emphasized by placing a specific clause at the start or end of a clause complex, provided the grammar permits it. This may have certain rhetorical implications. For example, in (10) below, the positioning of the conditional clause *If Jack fell* before the dominant clause *It was probably Jill’s fault* could be intended to emphasize suspicion concerning Jack’s fall (≈ “If indeed Jack did fall” or “Jack wouldn’t normally fall”). In (11), however, less emphasis on the conditional clause, by positioning it after the dominant clause, may lend the clause complex a more accusatory tone, by implicating Jill in Jack’s fall.

- (10) If Jack fell + it was probably Jill’s fault
- (11) It was probably Jill’s fault + if Jack fell

2.5.2 Interpersonal Metafunction

In contrast to the ideational metafunction, interpersonal metafunction sees “language as action” (Halliday and Matthiessen, 2004: 30) and the way human relationships are enacted. In written language, interpersonal meaning refers to the interaction between writer and reader, and include the description of mood and modality.

2.5.2.1 Mood

Mood consists of declarative, interrogative, and imperative. The declarative and interrogative can be identified through ‘subject’ and ‘finite’ while the rest is dependent on the ‘residue’. ‘Subject’, ‘finite’, and ‘residue’ are collectively parts of mood element. The combination of ‘subject and ‘finite’ functions to provide the reader information, and it is called declarative clause, e.g. ...that Jack had fallen (9). Interrogative clause is a clause which requires information, and it consists of yes/no interrogative and WH-interrogative. Yes/no interrogative is a question which only needs confirmation whether the answer is yes or no, while WH-interrogative refers to a question which requires explanation. Furthermore, WH-interrogative may also be employed to offer goods and services (G&S) (Fryer, 2007: 31), see (14). The following are the examples.

- (12) Are you serious? (Mood: requesting info, yes/no interrogative)
- (13) Why are you so serious? (Mood: requesting info, WH-interrogative)
- (14) May I fix the car for you? (Mood: offering G&S, WH-interrogative)

Subject, like the conventional grammar's definition, is the head of the sentence which usually "first appears, may be any nominal group" (Halliday, 2004). Subject is usually replaced by pronoun in the second or the third sentence, such as *he* and *she* for singular third person, *they* and *we* for plural third and first person, and *it* for anything and animal like a pen, a cat, a monster, etc.

Finite refers to auxiliary verb in the conventional grammar. It is "one of small number of verbal operators expressing tense (e.g. is, has) or modality (e.g. can, must) (Halliday & Matthiessen, 2004: 243). It is sometimes invisible or fused into a single word or the verb, in an affirmative simple present or past tense, for example. Let's say 'He loves and He loved'. The finite is invisible in both sentences, but it will appear in its tag question. It will be 'doesn't he?' and 'didn't he?'. The table below shows the elements of mood!

Table 2.3. Subject & finite derived from Halliday & Matthiessen (2004)

SUBJECT	FINITE	RESIDUE	FINITE	SUBJECT
The duke	Has	given away that teapot	hasn't	He
The duke	won't	give away that teapot	will	he
The teapot	wasn't	given away that teapot	was	it
The teapot	would	give away that teapot	wouldn't	it
Your aunt	'(past)	'give'	didn't	She
	Gave	the teapot back		

Another element of Mood is residue. Residue consists of functional elements of three kinds: Predicator, Complement, and Adjunct. Predicator in SFG is presumed similar to the Predicate in conventional grammar. It must exist in every single clause and it is the main verb of the sentence, except those displayed in ellipsis (Halliday & Matthiessen, 2004: 121). Complement in SFG as defined

by Halliday is the element within the residue “that has potential for being given the interpersonality elevated status of modal responsibility”. Unlike the traditional grammar, complement in SFG has a broader definition as it also includes Object. See the example below!

- (15) Shiren Sungkar and Jim took **an English course** in Pare last summer
- (16) She is **shy**, but **smart**

Adjunct is called adverb in the traditional grammar. It usually tells the time, place, manner, intensity, probability, habituality etc. of the residue. The example (15) consists of two adjuncts respectively. They are ...*in Pare* and ...*last summer*. The first adjunct is included into prepositional phrase, while the second one is included into adverbial group.

2.5.2.2 The Use of Interactant Pronoun

The writer-reader relationship can also be analyzed through the writer use of pronoun either his/her authorial position or the way the writer addresses the participants or parties to thank. Kuhi & Rezaei (2014: 45) in their study of Native Speaker of English (NSE) and Non-Native (Iranian) acknowledgment use interactant pronoun for their writer-reader relationship and the way he/she positions him/herself in acknowledgment. They proceed the analysis through finding the frequency of I, me, my, you, your, we, us, and our. They conclude that gratitude in native corpus is frequently done with direct thanking expression.

Along with the above consideration, the current research in analyzing the interpersonal relation through the use of pronoun is projected under two considerations, choice of authorial subject and the addressing pattern towards the

acknowledgee. The choice of authorial subject in the acknowledgment has been on the work of Giannoni (2002) stating that writers mostly avoid the use of *I* (*I avoidance*) to distance writers from their thanks. However, Hyland (2004) found the extensive use of *I* in the acknowledgment of graduate students. He concluded that the most use of *I* shows that the writers “set up a relationship with the readers and establish personal sincerity in thanking various people”. Another interesting part to see the interpersonal set up of the writers is through identifying the way they greet the acknowledgees (whether they prefer the third person, second person, or direct name).

2.5.3 Textual Metafunction

Textual metafunction sees language as the process of meaning making to achieve communication. It, thus, expresses the relation of language to its environment or the real life. This meaning is realized through patterns of Theme and Rheme (Fryer, 2007: 25). According to Halliday (2004: 64), Theme is “an element which serves the point of the departure of the message. It usually precedes the sentence or is put in the first of the sentence, and Rheme typically follows. As a message structure, clause consists of a Theme which is accompanied by a Rheme. The following are the examples of Theme and Rheme derived from Halliday (2004). The (+) sign shows the boundary between Theme and Rheme.

- (17) Goa Gajah + is the ‘elephant cave’ on the road to Gianyar,
a Hindu Buddhist are...
- (18) The atmosphere outside + is peaceful, ...
- (19) While inside the small cave, + it is surprisingly humid and
dry.

- (20) Beyond the main complex + is a lovely stream that bubbles under a wooden bridge, and further on + are step stone step leading to another complex...
- (21) For this popular tourist attraction + dress properly; ...

As can be seen from the above examples, Theme always precedes Rheme, but it should not necessarily be always subject. It can also be adverbial clause or we can say adjunct in SFG (see example 19 and 20) or prepositional phrase (example 21), etc (Halliday & Matthiessen, 2004: 68).

When the theme is realized in subject, it can be varied into more than one phrase combined by conjunction. In the example (15), for example, the theme is realized in two combined subjects, ‘Shireen Sungkar and Jim’, as the sentence are compound which is combined by and. To the extend, Halliday & Matthiessen (2004: 68) contents that “any aliment of clause structure may be represented by a complex of two or more groups or phrases” which is functioned as theme in the normal way. Here is Halliday’s illustration of group complex or phrase as theme.

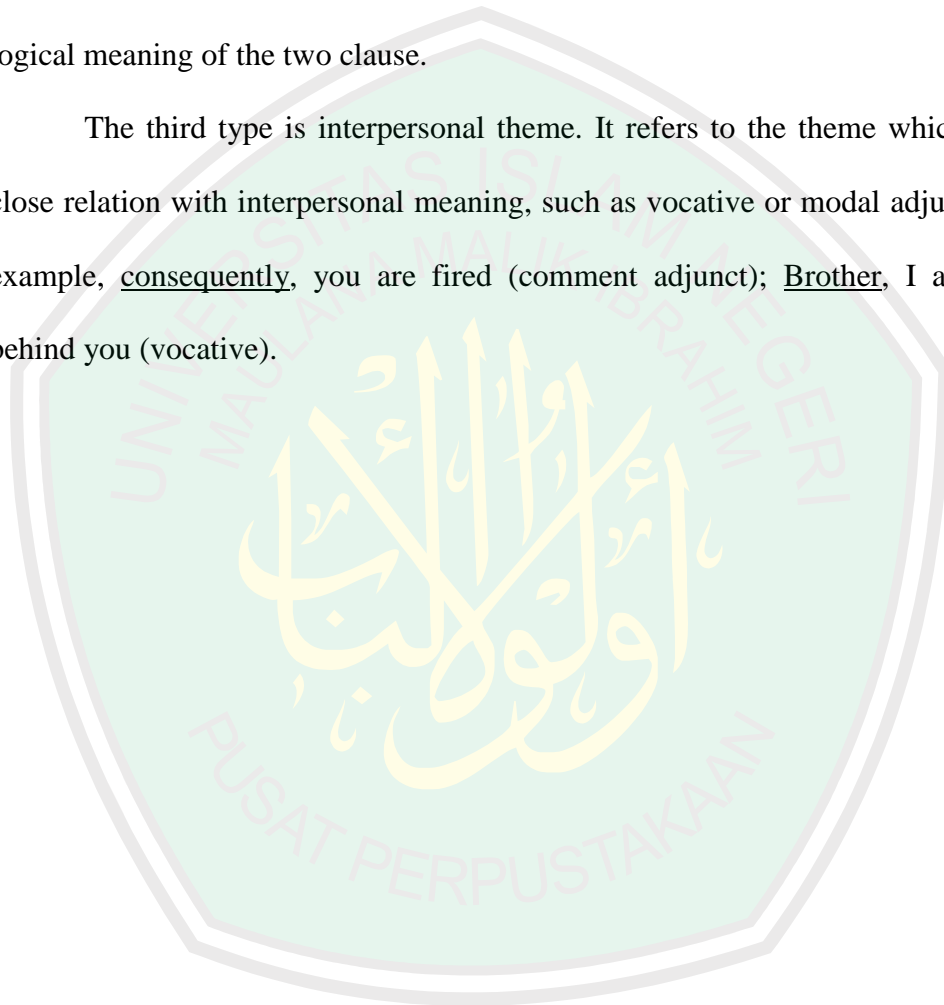
Table 2.4. Group complex or phrase complex as Theme

The Walrus and the Carpenter	were walking close at hand
Tom, Tom, the piper’s son	stole a pig [and away did run]
From house to house	I wend my way
On the ground or in the air	small creatures live and breathe
Theme	Rheme

Theme comprises three types; experiential, textual, and interpersonal. Experiential theme is a participant which represents the experiential component of

the theme. It is usually a subject in the conventional grammar. Goa Gajah (see example 17) is experiential theme for its position as subject and it represents the experiential component of the clause. In contrast, the word ‘while’ (or it is usually called conjunctive adjunct) in the example (19) is textual theme for it relates the logical meaning of the two clause.

The third type is interpersonal theme. It refers to the theme which has a close relation with interpersonal meaning, such as vocative or modal adjunct. For example, consequently, you are fired (comment adjunct); Brother, I am right behind you (vocative).



CHAPTER III

FINDINGS AND DISCUSSIONS

This chapter goes into two-folded main issues, the move structure and functional feature of undergraduate students' thesis acknowledgment of Maulana Malik Ibrahim State Islamic University of Malang and Petra Christian University, Surabaya.

3.1 Findings

The analysis shows that the generic structure of acknowledgment written in English by students of Maulana Malik Ibrahim State Islamic University of Malang and Petra University, Surabaya comprises four moves: Introductory move, thanking move, announcing move, and signing off. In the functional analysis, it is found that students of Maulana Malik Ibrahim State Islamic University use simpler gratitude expressions than those of Petra for more varied use of process in Petra acknowledgment. In the interpersonal analysis, it is found that the acknowledgments from both universities contain interactant pronouns, which shows intimate expressions toward the addressees. In the textual analysis, UIN students tend to use textual and experiential theme while those of Petra use textual theme very often.

3.1.1 The Generic Structure of UIN Acknowledgment

The generic structure of acknowledgment written by students of Maulana Malik Ibrahim State Islamic University of Malang composes of *introductory move*, *thanking move*, *announcing move*, and *signing off*. The *introductory move* is filled with thanking to God while thanking move consists of *thanking for academic assistance*, and *for moral*

support. *Announcing move* comprises *accepting responsibility* and *hope for contribution* while *signing off* contains the town in which the thesis is written, date, and name of the author.

Table 3.1 Move of UIN student's acknowledgment

Introductory move	
Thanking to God and delivering sholawat and salam to Prophet Muhammad	<p>Praise is to Allah SWT., the Almighty God for the blessing and the Most Merciful who has given <i>the</i> writer guidance and bless in finishing this thesis entitled "An Analysis of the Main character's Hierarchy of Need in Norah Vincent's <i>Self Made Man</i>".</p> <p>Sholawat and Salam are also delivered to the Prophet Muhammad SAW who has brought Islam as Rohmatan Lil Alamin.</p>
Thanking move	
Presenting participants	First of all, the researcher would like to express the sincere gratitude to all persons whose assistance <i>has</i> given a great deal in writing this thesis.
Thanking for academic assistance	<p>My sincere gratitude goes to Dean of Faculty of Humanities and Culture... the Head of English Language and Letters Department... who had allowed me to conduct this thesis without <i>any</i> big trouble and all English Letters and Language Department lecturers for being so kind, patient, and generous in leading.</p> <p>My sincere gratitude also goes to..., the advisor, who has conscientiously guided me throughout the entire process of the writing with all the constructive comments. I apologized if I make you busier. Thank you very much.</p>
Thanking for moral support	<p>The biggest thanks, for my beloved family, especially my parents...the most powerful and inspiring parents in the world... Thanks for inspiring me in every path of my life.</p> <p>My English department 2005 friends, especially... I will never forget our friendship. Thank you for sharing many things in this nice friendship. My friends at boarding house... thank you for coloring my life and for nice friendship. I will miss you all.</p>
Accepting responsibility	Finally, I truly realize that this thesis is still not perfect.
Hope for contribution	I still open the critic and suggestion and hope that it

	would be useful for those who want to increase their knowledge and for all the reading.
Signing off	
	Malang, October 10 th , 2010
	The Name of the Writer

3.1.1.1 Introductory Move

There is substantial difference between ‘reflecting moves’ proposed by Hyland (2004) and the current research’s ‘introductory move’. The term ‘reflecting’ is seen exclusive towards the reflection of the writer’s writing experience, while it is found that the writers have various ways of making an introductory statement prior to the gratitude expression. It could be a general statement of gratitude, thanking to God, reflection on writing the thesis, and so forth. Thus, ‘introductory move’ in which various introductory expressions are realized is seen more relevant for the current research.

One of the interesting notes is that UIN students’ introductory paragraph is an expression of thanks to the Allah (God) and *sholawat and salam* (prayer and salutation), as shown in figure 1. The consideration of putting it in the introductory paragraph is due to the fact that most of them differentiate this exclusive statement from the other thanking expressions. It is indicated through some expressions following the thank-to-God-and-Sholawat expression, such as the expression in “presenting participant move, figure 1 above, “*First of all, the researcher would like to express the sincere gratitude...*” The statement explicitly shows that the writer’s intention of writing the ‘thanking-God’ paragraph is for opening or introductory paragraph.

3.1.1.2 Thanking Move

Thanking move is the main part of acknowledgment as confirmed by its presence in all of acknowledgments. Even, we can say that acknowledgment is a special space for the writer to thanks the contributing parties. This move is realized into five steps or sub-moves; presenting participants, thanking God, thanking for academic assistance, thanking for moral support, and thanking for resources. However, only few of them are completed with the whole sub-thanking moves. Thanking for resources is not found in UIN acknowledgment.

Presenting participant contains a general statement of thanks and an introductory paragraph before getting into the more specific one. It is usually started with the writer's personal awareness upon the contribution of people around him/her. It is shown in the thanking move in figure 1.

Thanking God is a sincere gratitude to God expressed for the blessing and grace He gave that the writer could successfully finish the thesis. UIN student usually follow the *thanking God* with *sholawat* and *salam* to Prophet Muhammad SAW. Both Thanking God and Prophet saying are like inseparable expressions which complete each other. Further explanation is provided in the discussion.

Thanking for academic assistance comprises thanks to the adviser, lecturers, rectors, dean, head of department, board of examiners, and so on. The order is not strictly fixed, according to the writer's own notion of who deserves to be prioritized. However, most of them refer to their adviser for the great assistance in doing the thesis. The example is provided in figure 1.

Thanking for moral support is rewarded to the ones who have given moral assistance or support during the students' fight for the thesis. They usually refer to the family members, friends, or ritual advisers for their care, patience and encouragement. Sometimes, they put thanking to family members prior to the thanking for academic assistance. Those who do so might think that family is above all after God. It might also be based on their awareness of the great sacrifice, prayer, and moral support that their family have done for the writer's success.

3.1.1.3 Announcing Move

This move is a closing paragraph or statement in the acknowledgment. According to Hyland (2004), it comprises two steps; accepting responsibility and dedicating the thesis, yet in the current study, dedicating the thesis is not found and is replaced with hope for contribution. It contains writer's hope that the theses can contribute and enrich the science.

3.1.1.4 Signing Off

This move is relatively common in Indonesian thesis acknowledgment. It might be realized through the notion that acknowledgment is such a formal letter that 'signing off' is appropriate for its ending. It is put in the right side after the closing statement. It contains the name of town where the writer writes the thesis, date, and year. Writer's name or "author/writer" is written below the date.

3.1.2 The Generic Structure of Petra Acknowledgment

Similar to the acknowledgment of Maulana Malik Ibrahim State Islamic University of Malang, the generic structure in Petra University acknowledgment composes of *introductory move*, *thanking move*, *announcing move*, and *signing off*. However, an additional sub-move is found in the thanking move, *thanking for resources*.

Table 3.2 Move of Petra University student's Acknowledgment

Introductory move	
Reflection	In making this research, I have been through the hardest time in my life. There were a lot of troubles that happened and burdened me so much. However, I realized that time was a process to make a perfect work.
Thanking move	
Presenting participants	In making this research, there are a lot of people who are always there for me when making and finishing this research.
Thanking God	First, I would like to thank God because he has given me strength and keep my health every day in finishing my thesis. He always covers me with His grace and always pours His wisdom so that I could do my thesis well.
Thanking for moral support	Second, I would like to thank to my parents and all of my families who always pray for me and support me. I know that I cannot reply what they have done in my life, but at least I just want to give honor to them.
Thanking for academic assistance	The third, I would like to give big thank to my honored adviser who always supports me. He always encouraged me and gave me a lot of advices during the process of making the thesis.
	The last, I would like to thank to all of my best friends..., ...who always by my side whenever I need them...I really love my best friends, thank you for the support, the time and all of the memories that you have given to me in this department. You will always be my best friends ever.
Hope for contribution	In writing this thesis, I hope that my thesis can be used to acknowledge for the reader.

Accepting responsibility	I realized that my thesis is not perfect. Because of that, I am opened to receive critic and suggestion which can make my thesis better in order to make the other writer can be better than me.
Signing off	
Surabaya, January, 2011	
The Name of the Writer	

3.1.2.1 Introductory Move

Unlike UIN's introductory move which is realized through God thanking and Prophet saying, Petra student realize it through reflection on the experience of writing the thesis. It tells about the challenge, support, and motivation that let the writer keep writing.

Some acknowledgments also begin with thanking God, but it is not merely for introductory paragraph like UIN students do. It plays as the usual thanking expression purely aimed at expressing the deepest and greatest thanks to their Lord, Jesus. That is why it is still put in the thanking move, not introductory move. For example,

First of all, the writer wants to give her gratitude to the Lord, Jesus Christ, for His help, mercy, and grace...

Second, the writer also has to say thanks to her beloved families for praying and giving great support... (Petra, 2013)

3.1.2.2 Thanking move

In this move, Petra acknowledgment is structurally similar to that of UIN. It consist of presenting participants, thanking God, thanking for academic assistance, thanking for moral support, and sometimes it is completed with thanking for resources. The difference occurs in the order of the thanks, but the

researcher believes that the difference happens for personal reasons, not cultural bound. One has their own feelings of who deserves to be prioritized. Some students thank to family prior to the advisor or other lecturers, but some put on the other way around. Figure 2 is one of the examples that prioritize thanking for moral support (family) before academic assistance (adiviser), and they are followed with thanking for moral support again (friends).

Some Petra acknowledgment is also completed with thanking for resources. It includes musicians, artist, people, or institution that becomes the inspiration or source of the student's thesis. The following are the examples.

My thanks also go to all of my participants who participated to be my subjects...(Petra, 2011)

I also want to thank every musician who inspires me during the thesis writing process...(Petra, 2012)

3.1.2.3 Announcing Move

In this move, Petra students' way of presenting closing paragraph is similar to UIN students do. There is no major difference. It comprises *accepting responsibility* and *hope for contribution* with irregular order. See figure 2.

3.1.2.4 Signing off

Signing off also exists in Petra acknowledgment. The form is similar to that of UIN which comprises name of the city, month, date, year, and the name of the author. It might be realized through the notion that acknowledgment is like a formal letter which should be completed with *signing off*.

3.1.3 Functional choices of Gratitude Expressions in UIN acknowledgment

The analysis sees representation (ideational), the interpersonal relation of the writer and the addressees (interpersonal), and meaning-making process (textual) embedded in the acknowledgment.

Table 3.3 Process, Mood, and Theme in UIN acknowledgment

Thanking Expression	Process	Mood	Theme
I + express my gratitude to the Lord of the universe, Allah SWT, for His blessing and mercy, so I can accomplish my thesis entitle <i>Claims of Policy Used in Editorial Column of The New York Times Newspaper</i> as the requirement for the degree of Sarjana Sastra.	Verbal	Full declarative	Experiential (nominal group)
<u>Solawat and salam</u> + [are] also delivered to the last prophet, Muhammad SAW, who has guide his followers to the rightness.	Verbal	Full declarative	Experiential (nominal group complex)
<u>First</u> , + my thanks go to my thesis advisor... who has thoroughly guided me in finishing my thesis.	Material	Full declarative	Textual (continuative)
<u>Then</u> , + my thanks are also delivered to all of staff and lecturers of English Letters and Language Department of the Faculty of Humanities and Culture of The State Islamic University Maulana Malik Ibrahim of Malang....	Verbal	Full declarative	Textual (conjunctive)
<u>The outmost gratefulness</u> + express to all of my friends in English Letters and Language Department 2006...who never give up to send me the power when I almost give up in doing this thesis and assist me to finish this task, thanks a million for everything.	Verbal	Full declarative	Experiential (nominal group)
I + also don't forget to say thanks a lot to my best friends...who always give me big motivation, burn my spirit, and accompany me when I am feeling up and down.	Mental + Verbal	Full declarative	Experiential (nominal group)
<u>Moreover</u> , + to all of Musyrif/ah MSAA especially for supervisors of ABA Dormitory and also el-Ma'rifah crew who	Verbal (elliptic)	Elliptic declarative	Textual (conjunctive adjunct)

always expected that I can be successful doing this thesis as well as everyone that I could not mention in detail here.			
<u>Here</u> , + I must say thank you very much.	Verbal	Full declarative	Experiential (adverbial)

In the ideational metafunction, the analysis focuses on the choice of process employed in the thanking move by the students of UIN and Petra University. Process refers to semantic verb which is classified into six; material, mental, relational, verbal, behavioral, and existential. The figure shows that UIN students use verbal process very often, especially for expressing thanks. Various verbal processes are employed, such as thank, express, say, etc., and are combined with some other words or expression. Verbal process indicates that the students prefer a simple and expressive expression to thank the addressee. Thanking to friends use two processes, verbal and mental. It is an expression of intimacy and closeness towards the writer's mates.

In the interpersonal analysis, the researcher examines the mood and interactant pronoun of the text. Mood consists of three types; declarative, interrogative, and affirmative. However, as to the selected corpuses only contain declarative mood, the analysis is based on the types of declarative mood. They are full, inverted, and elliptic declarative. The figure shows that full declarative is frequently used in UIN acknowledgment. It could be the tendency of the students to have a simple expression. Elliptical declarative only occurs in the thanking to friends through omitting subject and verb. It is done to refer the thanking expression to the previous sentence.

To see the interpersonal distance, the frequency of the interactant pronoun which consist of *speaker (I, me, my)*, *speaker-plus (we, our, us)*, and *addressee (you, your)* is analyzed. UIN students use interactant pronoun very often, but it is limited to *I*. They prefer using the third person (he, she, name) to mention the addressee.

Some students avoid the use of interactant pronoun. It could be based on their notion that acknowledgment is similar to the other academic texts which is restricted by conventional regulations including the I-avoidance. Thus, they prefer using the third person pronoun. The following is the example.

*Praise and gratitude **the researcher** sends up only to Allah who has given the mercy and blessing... (UIN, 2010)*

Sometimes, they are inconsistence in positioning themselves in acknowledgment. The pronoun turn is also unpredictable, since it comes in irregular way. Some are realized in the similar sub-move, some are in the thanking to friends, family, adviser, etc. However, the pronoun turn into interactant *I* can be perceived as a form of intimacy. They turn into I or you to show and prove that they are close to the addressee. It can break the social gap in written and academic community.

*Along with this finished thesis, **the writer** thanks to those who have given their helps either directly or indirectly. The first sincere gratitude is given to **my** beloved father... and **my** beloved mother... who have provided **me** a great deal of concouragement... (UIN, 2011)*

In the textual analysis, it is found that experiential and textual theme are used very often. The use of experiential theme varies from the unmarked, such as

nominal group and nominal group complex, to the marked ones like adverbial and prepositional phrase. Nominal group is frequent in UIN acknowledgment, as shown in the figure 3, especially in the God thanking and Prophet saying. Textual theme is also found in UIN acknowledgment. It is used to relate one move with the previous move.

3.1.4 Functional Choices of Gratitude Expressions in Petra Acknowledgment

Like UIN acknowledgment, the ideational analysis shows that Petra University students prefer using verbal process to the other processes. However, their use of process more varies since mental and relational processes are also found. Mental and relational processes are expressed to their friends, but not in the thanking expression. It is expressed in the following sentence of the gratitude expression.

Table 3.4 Process, Mood, and Theme in Petra acknowledgment

Thanking Expression	Process	Mood	Theme
<u>First</u> , + I would like to thank God because he has given me strength and keep my health every day in finishing my thesis.	Verbal	Full declarative	Textual (continuative)
Second, + I would like to thank to my parents and all of my families who always pray for me and support me .	Verbal	Full declarative	Textual (continuative)
<u>The third</u> , + I would like to give big thank to my honored adviser who always supports me .	Material	Full declarative	Textual (continuative)
<u>The last</u> , + I would like to thank to all of my best friends... who always by my side whenever I need them.	Verbal	Full declarative	Textual (continuative)
I + really love my best friends.	Mental	Full declarative	Experiential (nominal group)
<u>Thank you</u> + for the support, the time, and all of the memories that you have given to me in this department.	Verbal	Elliptic declarative	Interpersonal (process)

You + will always be my best friends ever.	Relational	Full declarative	Experiential (nominal group)
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Figure 4. Petra Acknowledgment, 2011

In the interpersonal analysis, it is found that they use full declarative mood very often. There is only one gratitude expression that does not employ full declarative, and it is realized in the thanking to friends. Elliptic declarative is chosen by omitting the subject. It is based on the writer's common daily gratitude expression. The word "thank you" is very familiar in the foreign language learners.

Seeing the use of interactant pronoun, more variety of pronoun is employed. Pronoun *I and You* are also frequently used. It indicates that writers are free and more open in writing acknowledgment than writing academic paragraph. Even, the writer is confident to use second person "you" in particular sub-moves, such as thanking to friends in the figure 4.

In addition, I-avoidance and inconsistency of using pronoun also occurs in some acknowledgments of Petra.

The writer also wants to give his biggest gratitude to some important people who have really given him a lot of contribution... (Petra, 2013)

In addition, the writer would like to thank my parents and my friends on English Department, especially for... for supporting and giving her some advice during the thesis writing. They gave her some valuable assistance, care, and motivation to support her to finish her thesis and do the best for her thesis. (Petra, 2012)

The above samples show unpredictable use of pronoun. In the first example, there is only one pronoun turn and it is realized in the thanking to her family. More complex change is found in the second sample due to its dynamic

pronoun change. We find two types of pronoun, *my* and *her*, which refer to one person in one sentence, the writer.

The textual analysis shows that the major use of theme is textual. It is different from UIN acknowledgment whose major themes are textual and experiential. Textual theme is usually used in the thanking move to relate one sentence or paragraph to the following one, as it is shown in the figure 4 with the use of conjunctive adjunct, cardinal number, e.g. first, second, third, etc.

3.2 Discussions

The following is the discussion on the generic structure and functional choices of gratitude expressions in the acknowledgment of students of Maulana Malik Ibrahim State Islamic University of Malang and Petra University, Surabaya.

3.2.1 Generic Structure of UIN and Petra University Acknowledgment

The following is the move structure of undergraduate students' thesis acknowledgment of Maulana Malik Ibrahim State Islamic University of Malang and Petra Christian University. The order of the moves or sub-moves (steps) is not exclusively canonical, but they are the common one in the corpus text. The result is similar to Halliday's (2004) move, but one additional move and a sub-move are found. An important note is that one sub-move (thanking God) in UIN corpus is seen to be suitable to put in the introductory move (Hyland named it reflecting move, but it is seen contextually irrelevant for the current corpus), not in the thanking move, for its function is thought to be the opening of the acknowledgment.

There are three main differences found; different term of realizing reflecting move or introductory move, an additional move called signing off under Al-Ali's term (2010: 15), and additional sub-moves which is realized before signing off.

Table 3.5 Move Components of UIN and Petra Student's Acknowledgment

Move Components of Acknowledgment	UIN	Petra
Introductory Move		
Overall Reflection on Doing the Thesis	•	•
Praising and Thanking God, (and Sholawat to the prophet for UIN)	•	•
Thanking Move		
Thanking God	x	•
Presenting participants	•	•
Thanking for academic assistance	•	•
Thanking for moral support	•	•
Thanking for resources	x	•
Announcing Move		
Accepting responsibility	•	•
Hope for contribution	•	•
Signing Off	•	•

Note: dot [•] shows that the step/sub-move is available; cross sign [x] shows unavailability

3.2.2 The Rationale behind the realization of the sub-moves

There must be fundamental reason why particular sub-move emerges in the acknowledgment of either UIN or Petra University. A very interesting part from the current study is the emergence of vertical thanking (thanking God) which is not found in the Hyland's move structure. Students from both UIN and Petra have similar notion, seeing vertical thank or thanking God as an important part which should be on their priority than the other thanks. It might be based on the fanaticism of society which is formulated through first part of the five philosophical

basis of human right of this country (Pancasila), *ketuhanan yang maha Esa* (Believe in the one Supreme God). However, difference occurs when UIN students use it as the opening paragraph rather than a form of thank while Petra students write it purely for thanking God. It occurs for the influence of Moslem tradition of their daily conduct. Moslems in Indonesia tend to open any programs, such as meeting, speech, or even invitation letter with such expression. In this regard, expression of thank not only function as what gratitude expression is, but also sociocultural conduct among the people. It plays as the pragmatic strategy the society do to open any kind of programs. This common tradition is employed by students of UIN upon writing thesis acknowledgment.

Praising and thanking God as well as prayer to the prophet is originally from Arab tradition. Arabians usually do it in the opening of Arabic communicative events like formal discussion, speech, and as a formula printed at the top of business for typical header of books, letters, wills, and legal document (Al-Ali, 2010: 12).

Another difference occurs is when the students prefer *hoping for contribution* rather than *dedicating the thesis*. The researcher believes that the difference is substantially grounded for the different level of the subject. Hyland (2004) subjects Master and PhD students' thesis while the current study's subject is undergraduate students'. Thesis dedication is a state of authorial stance for their confidence and responsibility to the theses made. Master and PhD students are aware of their well exposure in research that they are supposed to deserve to dedicate the thesis while undergraduates see "hope for contribution" is more

appropriate due to the fact that they are still premature. Hope for contribution is seen as the ideal expression of the “new bee” in the research community as a state of eagerness of giving contribution in academic research.

The last finding is the emergence of *signing off*. It might be written due to the Indonesian tendency to be formal and regulatory bundle. It is in line with what Al-Ali (2010) wrote that “Signing off component is also an epistolary convention in professional letter genre”.

3.2.3 Functional Choices of Gratitude Expression

There are three main parts of Systemic Functional Linguistic; ideational which sees language from its representation, interpersonal which sees language from its interpersonal relation, and textual which traces the message of the language. From the ideational analysis shows that both UIN and Petra students prefer using verbal process to other process. It represents that verbal process is also employed in the students’ daily expression. The word *say, thank, express, deliver*, and other verbal processes are common verbs which they also use in their day-to-day communication.

From the interpersonal analysis, the frequent use of interactant pronoun, moreover with the use of *you*, reveals that they are interpersonally close to the addressees. As stated by Couchman (2011) that the extremely high use of interactant pronoun shows minimum distance between the writer and the addressee. Its use is a form of warm expression from the writers to particular persons whom they think they

are close and intimate. It is also shown from the pronoun turn in some acknowledgment when the writers address their friends or families. The change from third person (he/she) to the second person (you) indicates that the writer specialize the addressing service. It is a form of commitment of their interpersonal relationship with the addressees (Hyland, 2003: 17).

The textual metafunction refers to the use of theme employed by UIN and Petra students. They have similar purpose of expressing gratitude, but different choices of theme. The different use of theme reveals that the choices are culturally and institutionally bound.

The interrelation of generic structure and the functional choices of gratitude expression lies on the order of thanking steps and the writer's interpersonal relation with the readers and addressees which could be traced through the choices of interactant pronouns. Both thanking steps and the choices of pronoun determine the writer-readers' as well as addressees' interpersonal distance.

CHAPTER IV

CONCLUSION AND SUGGESTION

Acknowledgment functions as a space for the writers to repay a favor towards the contributing parties and a state of responsibility with the thesis. It is perceived as a free-talk genre without any written convention that strictly regulates the writer, yet its regular formula in the current corpus proves sociocultural and institutional influence that indirectly restricts the writer's freedom.

In the first phase, under the analysis of generic structure, the study reveals that the generic structure of UIN and Petra undergraduate student's thesis acknowledgment comprises "introductory, thanking, announcing, and signing off move". Hyland's (2004) reflecting move is seen too specific for the current study, since it usually contains praise and thanks to God. For this reason, introductory move is seen appropriate. Students from both UIN and Petra University have similar notion, seeing vertical thank or thanking to God as an important part which should be on their priority than the other thanks, yet difference occurs in its function. UIN students tend to use it as the opening paragraph rather than a form of thank while Petra students write it purely for thanking God. This different perspective occurs due to the socio-religious background of UIN students, Arabic custom of realizing introduction through praising God and delivering *sholawat* and *salam* to Prophet Muhammad.

In addition, the fact that “dedicating the thesis” step is replaced with “hope for contribution” in the announcing move shows the big influence of the writer’s level in academic exposure. Master and PhD student’s thesis dedication which is found by Hyland (2004) is a form of authorial stance for their confidence and responsibility while “hope for contribution” in the current study is perceived to be the polite and appropriate expression of undergraduates as new comers in the research community. Signing off is found in all of the current corpuses while it is not found in Hyland’s model. It reveals that Indonesian students see acknowledgment as a formal writing whose existence is a must.

The second phase reveals similar conclusion to the previous phase that acknowledgment is socioculturally bound with society. The ideational analysis reveals that students of Maulana Malik Ibrahim State Islamic University use simpler gratitude expressions than those of Petra for more varied use of process in Petra acknowledgment. In the interpersonal analysis, the acknowledgments from both universities contain interactant pronouns which show intimate expressions toward the addressees (Hyland, 2003). In contrast, some avoid the use of interactant pronoun even though in a minimum number. In the textual analysis, as to the maximum use of nominal group complex theme in Petra acknowledgment, it reveals that they tend to use more complex expressions of thank than UIN do.

In sum, from the two analyses, the writer concludes that the generic structure of acknowledgment is a written form of writer’s interpersonal relation with the addressees. The clear and regular pattern of the genre, the complex hierarchy of thanks, and the frequent use of personal pronoun reveal that

acknowledgment is culturally bound with the sociocultural, socio-religious, and institutional background of the writers.

This thesis is purely corpus-based research that further study which includes the writers', readers', and addressees' personal views is seen significant. Different samples, such as graduate and post graduate students' thesis acknowledgments, books, journals, and so forth, are also worth researching.

It is hoped that the result of this thesis can be made as guideline by students when writing thesis acknowledgment. In addition, due to the scant research on Indonesian acknowledgment, the researcher hopes that this thesis raise the interest of students, lecturers, and researchers in examining the acknowledgment in Indonesian context.

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APPROVAL SHEET

This is to certify that Munif's thesis entitled **Generic Structure and Functional**

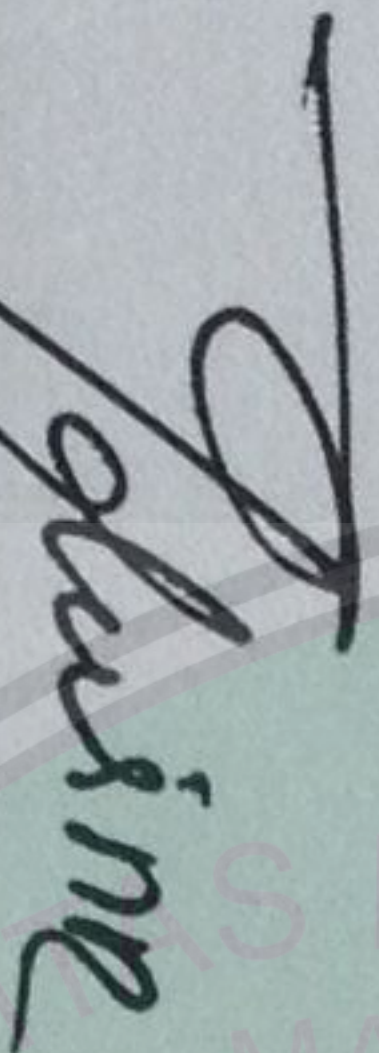
Choices of Gratitude Expressions in the Thesis Acknowledgment Written in

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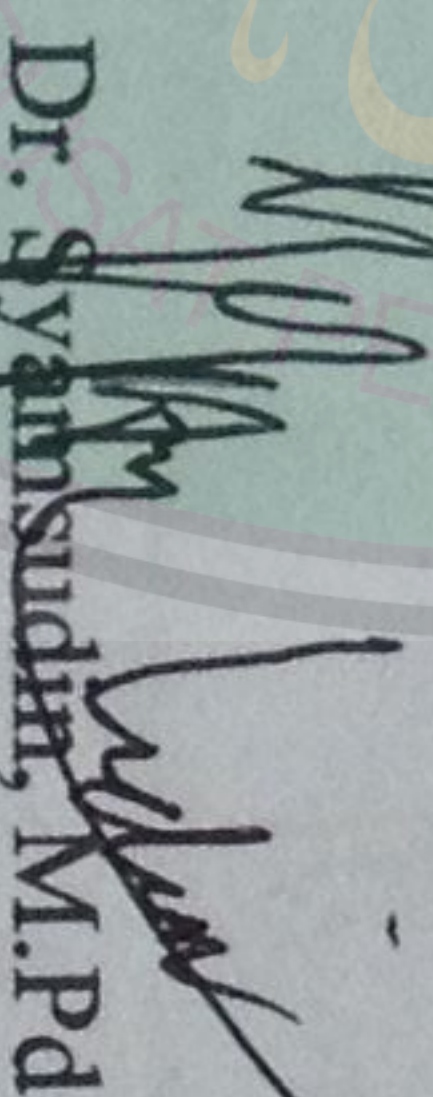
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