



**An Interlanguage Pragmatics Study of Expression of Gratitude
by EFL Learners in English Department of
Jember University Years 2010/2011**

THESIS

A thesis presented to the English Department,
Faculty of Letters, Jember University,
as one of the requirements to obtain
the Award of Sarjana Sastra Degree
in English Studies

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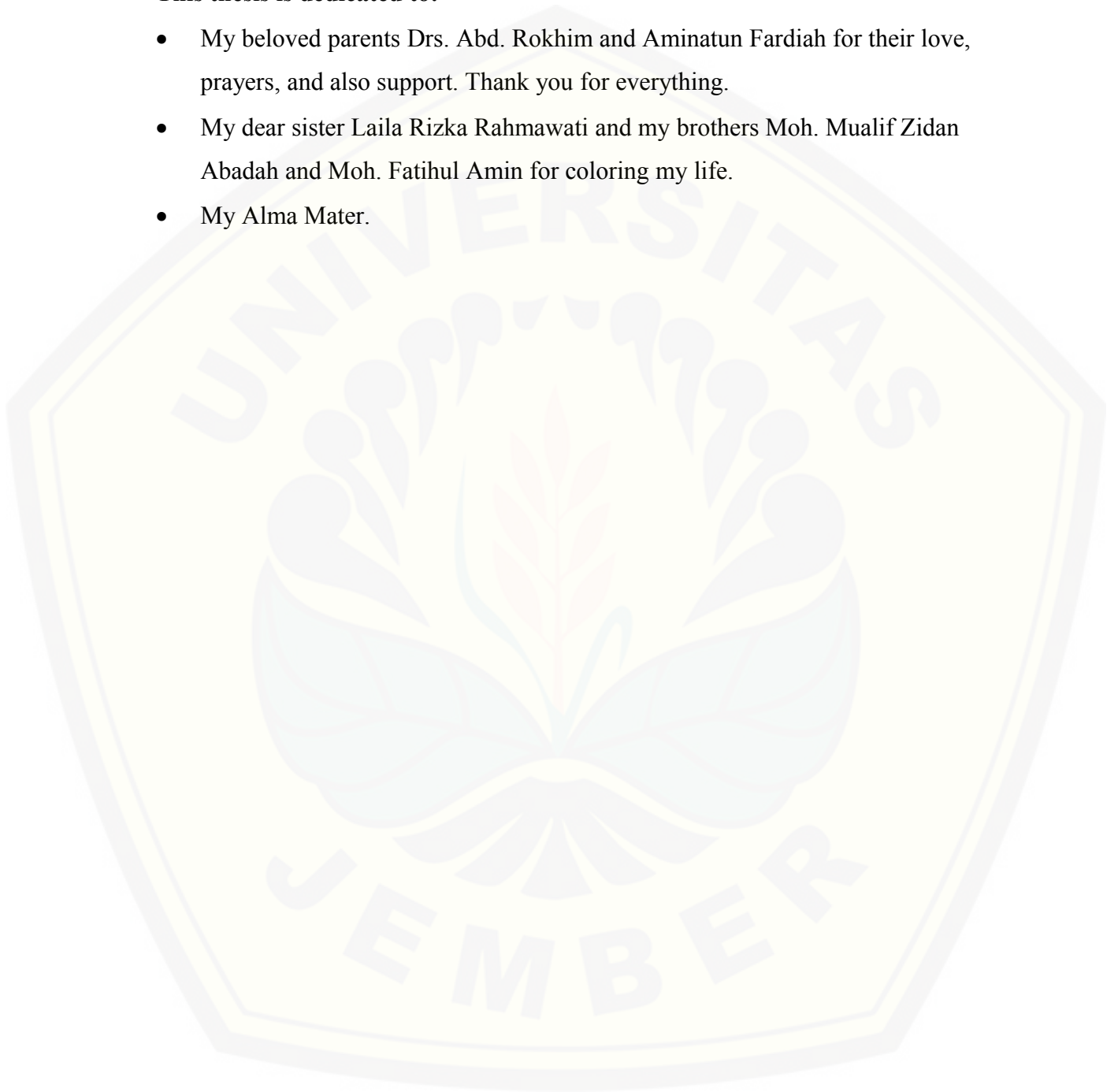
**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY**

2015

DEDICATION

This thesis is dedicated to:

- My beloved parents Drs. Abd. Rokhim and Aminatun Fardiah for their love, prayers, and also support. Thank you for everything.
- My dear sister Laila Rizka Rahmawati and my brothers Moh. Mualif Zidan Abadah and Moh. Fatihul Amin for coloring my life.
- My Alma Mater.



MOTTO

“If saving money is wrong, I don't want to be right!”

(William Shatner)*

“Kebersamaan adalah sebuah awal,
menjaga kebersamaan adalah sebuah kemajuan,
bekerja bersama-sama adalah sebuah kesuksesan.”

(Henry Ford)**

*William Shatner - a Canadian actor, singer, author, producer, director, spokesman, and comedian.

**Henry Ford - an American industrialist, the founder of the Ford Motor Company, and sponsor of the development of the assembly technique of mass production.

DECLARATION

I hereby state that the thesis entitled **An Interlanguage Pragmatics Study of Expression of Gratitude by EFL Learners in English Department of Jember University Years 2010/2011** is an original piece of writing. I certify that the analysis and the research described in this thesis have never been submitted for any other degree. I certainly certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledge.

Jember, May 21, 2015

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Jember, 15 May 2015

Laili Rizqiatul Aisyah

SUMMARY

An Interlanguage Pragmatic Study of Expression of Gratitude by EFL Learners in English Department of Jember University Years 2010/2011; Laili Rizkiatul Aisyah; 090110101011; 2015; English Department, Faculty of Letters; Jember University; 67 pages.

Gratitude expression is one of the expressions used by people in daily life. Every language has its own gratitude expression. This condition is caused by the difference in language, culture, and society. This research aims not only to investigate how EFL learners use thanking strategy in L1 and L2 but also to know the effect of L1 in the way of expressing gratitude. The subject of this research is the student of English department years 2010/2011 and takes 27 participants. They are divided into three groups—Javanese, Madurese, and Using. This study is conducted using qualitative research in order to know the strategy of gratitude expression of EFL learners using Interlanguage pragmatics.

This study is conducted using mix method; quantitative and qualitative research. The quantitative approach related to the quantification of data and numerical analysis that used to count and found the thanking strategies that is used by EFL learners of English language based on 8 strategies by Cheng (2005), meanwhile qualitative analyses is used then to describe the thanking strategy that is used by EFL learners based on pragmatics study and how their L1 effect the strategy. By combining these, more detailed information is presented.

The result of the study shows that the most used strategy in Javanese, Madurese, and Using EFL learners is thanking. Thanking strategy appears almost in every given situation both in their L1 and target language versions. This investigation also found the interesting phenomena. First, appreciation strategy is never used by the participants to answer the Discourse Completion Task (DCT) questionnaire. Second, the researcher discovers new strategy from this research, which is generated from the combination of the eight strategies mentioned by Cheng. The combination of apology and thanking strategies becomes the second most used strategy for Javanese EFL learners, followed by positive feeling and

repayment strategies. For Madurese EFL learners, the combination of apology and thanking strategies occupies the third position after attention getter strategy. The result also found that L1 still affects the way of producing target language. Most of the EFL learners use similar strategy of gratitude expression in their L1 and L2 versions of DCT questionnaire.

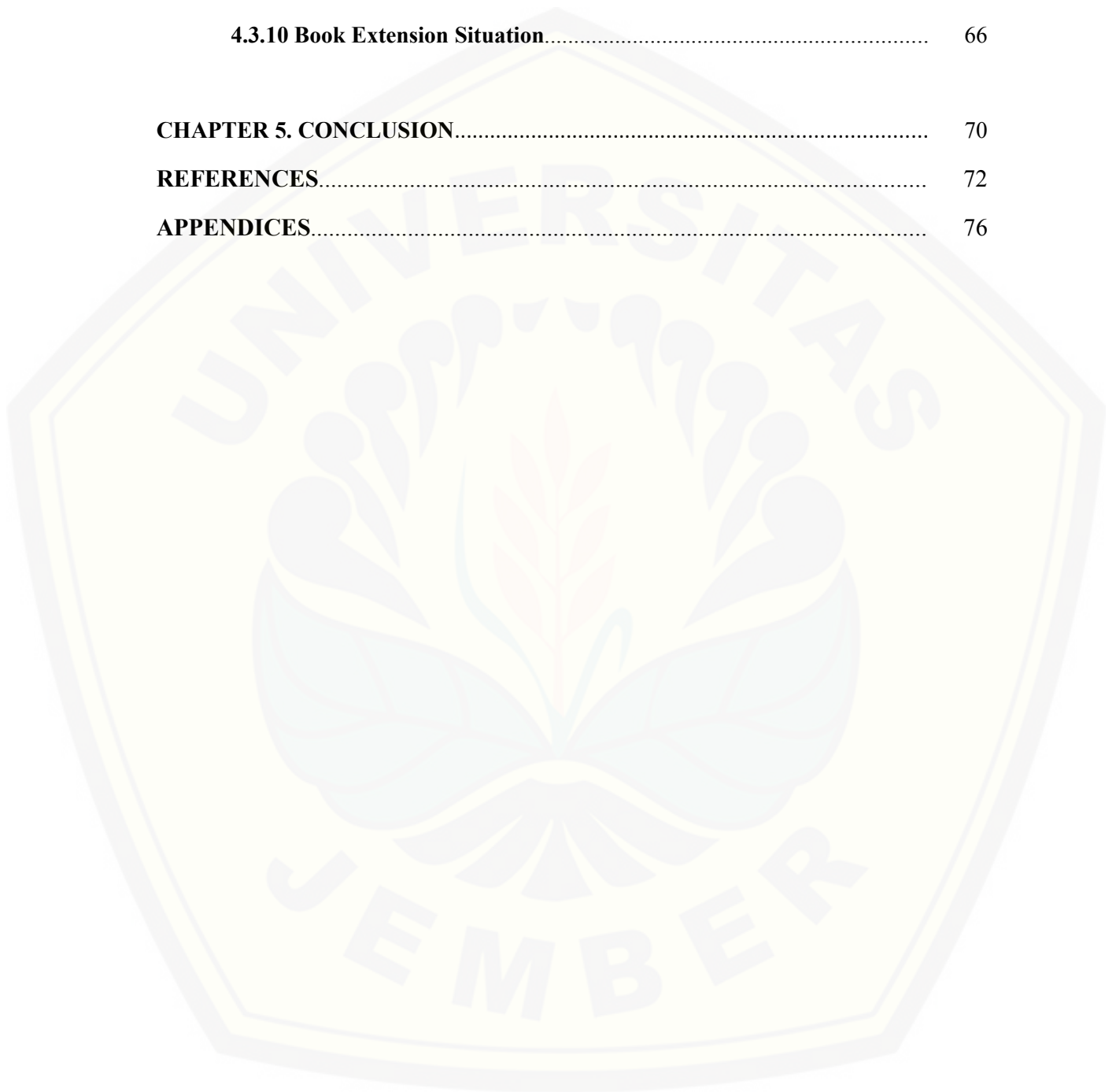


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CHAPTER 1. INTRODUCTION

Chapter one contains the background of study that explains the subject of research including the language background or the mother tongue of the subject. The background of study also provides the reason why the research is worth conducting. Furthermore, this chapter explicates the problems to discuss, the scope of the study, the goals of the study, and the organization of the study.

1.1 The Background of Study

Communication is the way to get information in the world, and one of the means of communication is language. There are many languages in the world, because of this people need an international language in order to interact with other people around the world. English language is one of the international languages spoken by many people in the world. It is estimated that the number of people in the world that use English to communicate on a regular basis is 2 billion (<http://www.esoe.co.uk/blog/4-reasons-why-learning-english-is-so-important/>, accessed on 19 February, 2014). English becomes more important because it is used in many aspects of life. In economic aspect, English is the dominant business language. If someone is to enter a global workforce, it becomes a necessity to speak English. Many researches show that cross-border business communication is most often conducted in English. Apart from economic aspect, cultural aspect is also dominated by English language. Many of the world's top films, books, and music are published and produced in English. By learning English, one not only has access to a great wealth of entertainment but also learns other culture. Furthermore, English is popularly promoted by being used in internet. Most of the content produced on the internet (50%) is in English. In short, the acquisition of English allows people to access an incredible amount of information (<http://www.esoe.co.uk/blog/4-reasons-why-learning-english-is-so-important/>, accessed on 19 February, 2014).

Since English is regarded as an important need to face globalization, many people are motivated to learn English either in English courses or in school

institutions like university. English Department of Faculty of Letters in Jember University is one of many school institutions where people learn English language. Unavoidably, the students use English language to communicate with each other inside or outside the class.

Every student in English Department has different way in producing English. There are many factors that cause the differences, like the way of learning English, the frequency of using English, the language background, and culture. The students that come from various towns and cities have different language background or mother tongue (L1) since the towns and cities have different languages. As a result, the L1 generates distinguished ways of speaking in every student.

Basically, the distinction in the way of speaking is affected by culture. Every culture and language system has different ways in structuring words and sentence. The effect can be seen from the accent, the pronunciation, the action, and the pragmatic process. Hymes (1972) in Cheng's article (2005: 8) states that "for any speech community, there are preferred ways of formulating and expressing certain ideas that involve familiarity with the language conventions shared by the members of the speech community". The distinction can be discovered through several expressions in English language. One of them which is the focus of this research, is gratitude expression.

Usually, every culture has its own way to express gratitude. Language background as one of components of culture gives special effect in the way of expressing one's gratitude. People with different language background may have different strategies in expressing their gratitude. The act or the pragmatic process of students in expressing gratitude also can be different. The reasons above motivate the researcher to investigate the most used strategies of gratitude expression in English Department of Faculty of Letters, Jember University. Beside investigating the strategies of expressing gratitude for students whose language background are different, this research also want to crosscheck how far the transfer of pragmatics is happened on EFL learners in doing their gratitude expressions.

The subject of this research is the students from English Department of Faculty of Letters in Jember University, especially academic year 2010. This research observes whether there is distinction in the students in expressing gratitude despite of having different language background. The students come from various ethnic; they are Javanese, Madurese, Using, and Sundanese. Originally, those dialects are from one island called Java. However, different geographical location and tribes brings out different manners in expressing gratitude in the students' language. This research takes 29 participants out of 136 students from English Department academic year 2010. This research focuses on three ethnics which are Javanese, Madurese, and Using. It is because most of the subjects in English Department of Jember University come from those ethnics. There is indication that every language background has different ways and strategies in expressing gratitude.

This research falls on Interlanguage Pragmatics area. Bardovi-Harlig (2005:7) states that "interlanguage pragmatics research investigates the acquisition of pragmatic knowledge in second languages, deriving its research methods from comparative cross-cultural studies and second language acquisition research". Cross-cultural studies and second language acquisition have similar control in communication process between the native speaker and non-native speaker or among EFL learners whose language background are different.

Regarding the process of collecting data, this research use questionnaire that is adopted from Cheng's research (2005) entitled "An Explanatory Cross-Sectional Study of Interlanguage Pragmatics Development of Expression of Gratitude by Chinese Learners of English". This research uses the taxonomy of gratitude by Cheng (2005) that have 8 main strategies to analyze the results of this research. Those strategies are *thanking, appreciation, positive feeling, apology, recognition of imposition, repayment, alerter, and attention getters*. Research strategy of this research is Discourse Completion Task (DCT). Questionnaire by modification is used to adjust with the case of the research. Beside doing questionnaire, there is also interview with the students before they finish filling in

the questionnaire. The interview is aimed to confirm the validity of the data regarding the tribe of the students.

1.2 Research Problem

Research Problem in this research based on the background of the study is different tribes contributes different way in certain expression especially gratitude expression, and mother tongue become the reason that made this differentiation.

1.3 Research Question

1. What are the variations of gratitude expression made by EFL learners from English Department of Faculty of Letters in Jember University academic year 2010 in expressing their gratitude based on interlanguage pragmatics studies?
2. What are the most performed strategies by the students in expressing gratitude?
3. In what way does L1 affect the choice of L2 of gratitude expression?

1.4 The Scope of the Study

The function of the scope of the study is to avoid abroad discussion of this study. This study focuses on second language use by EFL learners in the way of expressing their gratitude with different language ethnicity; Javanese, Using and Madurese. The questionnaire of this research uses DCT method and the theme of the questionnaire focuses on the familiarity and the social status. In this research, familiarity is addressed as the interaction between the participants with their friends while social status is the interaction between the participants with their elders or with the one with higher social status.

1.5 The Goals of the Study

There are several goals in this research:

1. To find out what is the variation strategy that used by the students in English Department of Faculty of Letters Jember University academic

year 2010 express their gratitude based on interlanguage pragmatics studies.

2. To know the most used strategies in gratitude expression based on the taxonomy of thanking by Cheng.
3. To investigate whether there is any distinction in expressing gratitude in students of English Department academic year 2010 whose L1 background is different in certain situations of DCT

1.6 The Organization of the Thesis

This thesis is organized into five chapters that consists of introduction, theoretical review, research methodology, discussion, and conclusion. The first chapter presents the background of the study, the problems to discuss, the scope of the study, the goals of the study, and the organization of the thesis. The second chapter, namely theoretical review, deals with the theories supporting this research and several previous studies on similar research area. The third chapter contains the methodology for doing this research that involves the process in collecting and analyzing the data. The fourth chapter is the discussion and the results of the research. In fourth chapter, this research provide the results of the most used strategies of gratitude expression by EFL learners of academic year 2010 in English Department of Faculty of Letters, Jember University, the variation of gratitude expression made by EFL learners and also in what way does L1 affect the choice of L2 of gratitude expression. The last chapter contains the conclusion of the analysis of the study.

CHAPTER 2. THEORETICAL FRAMEWORK

This chapter provides the theory needed to achieve the goals of this research. The main theory used to investigate the problems to discuss is theory of Interlanguage pragmatics in EFL context. The theory is supported by other theories like Austin's (1962) theory about speech act and gratitude expression, Cheng's theory of taxonomy of thanking, and Vygotsky's (1986) theory of socio-cultural. Beside those theories, this research provide Javanese, Madurese, and Using concept of communication because it plays a crucial role in understanding Javanese, Madurese, and Using speech act performance. Apart from the theories above, there are also previous researches on the same field of study presented in this chapter.

2.1 Previous Research

There are some researchers that have investigated gratitude expression in their research using Interlanguage pragmatics theory. The first research entitled "An Interlanguage Pragmatics Research of Expressing Gratitude by Iranian EFL Learners—A Pilot Study" was conducted in 2009 by Suleiman and Farnia, students from University Sains Malaysia. They investigate the differences of expressing gratitude between Iranian EFL learners and native speakers; and the level of proficiency in the relationship of Iranian EFL learners and native speakers. The subjects are divided into two groups—intermediate and advanced learners—that consist of 10 respondents each. The respondents are university students majoring in English language in Iran. Suleiman and Farnia use Discourse Completion Task (DCT) adopted from Cheng (2005) that provides 14 questionnaires. In addition to that, they also employ demographic survey to analyze some characteristics used by the subjects to learn English. This survey invokes interviewing and observing the subjects' frequency in learning English through radio and television. There are two findings in their research. First, the Iranian EFL learners and native speakers use the same type of strategy in responding the 14 questionnaires. Second, the frequency of the use of the strategy

is different in both groups. The first and the second strategies are thanking and appreciation. Suleiman and Farnia also find that there is no significant difference in the type of use of strategies by Iranian intermediate and advanced learners. Therefore, it can be concluded that there is no correlation between language proficiency and the use of strategy.

Amarien did a research entitled “Interlanguage Pragmatics: A Study of Refusal Strategies of Indonesian Speaker Speaking English”. She examines Interlanguage pragmatics on refusal strategy (RS) used by Indonesian speakers speaking English in Australia. There are 30 chosen respondents that are divided into three groups: ISSE, ASSE, and ISSI. The respondents are the students from different tertiary institutions in Canberra who had been living in Australia for at least one year. Amarien makes use Beebe, Takahashi, and Uliss-Welts’ classification of refusal (1985) and Austin’s theory of speech act (1962). This study reveals that ISSE uses direct and indirect RS in refusing offers or requests. It is found that ISSE prefers using direct refusal in refusing offers, followed by adjunct and reason. This refusal behavior may be regarded as an ‘intercultural’ style that is different from L2 and L1 norms. It is unlikely that this will cause miscommunication among speakers who are familiar with one another and who have the same status and social background. To counterbalance any face-threat involved in direct refusal, adjunct is then chosen to mitigate refusal, minimize effect on the interlocutor’s positive face, and increase solidarity between the speaker and interlocutor.

The third previous research is taken from Pishghadam and Zarei’s article (2011) from Ferdowsi University Marshhad under the title of “Expression of Gratitude: A Case of EFL Learners”. In this research, they observe the expression of gratitude of EFL learners in Iran. The respondents are taken from 180 native speakers of Persian (90 women and 90 men). The goals are to find the significant differences in the expression of gratitude strategies in Iranian EFL learners and to find the differences in the expression of gratitude strategies on male and female Iranian EFL learners. The data collection employs DCT (Discourse Completion Task) in which the respondents are given questionnaires regarding their

expression of gratitude. Afterwards, the data are coded using coding scheme of Cheng (2005). The research shows that there are significant differences in using thanking and positive feeling strategies. The thanking strategy appeared in the interaction includes thanking mentioning favor and intense imposition. Different with male respondents, female respondents use thanking strategy as the first most frequent strategy to be used. In other words, the female learners tend to thank others in relation to the rule of politeness. The second and third most used strategies of female respondents are positive feeling and repayment. On the other hand, male respondents tend to use alerter strategy more frequently. However, there are not any significant differences in the use of recognition of imposition, apology, and other strategies between male and female respondents.

The last research to discuss here is taken from Cheng's (2005) "An Exploratory Cross-Sectional Study of Interlanguage Pragmatic Development of Expression of Gratitude by Chinese Learners of English". This article has been used as previous study of many researches on the field of gratitude expression of interlanguage. In this article, Cheng compares the expression of gratitude between Chinese EFL learners and native speakers by considering the length of speech and the use of strategy. She also observes the pragmatic influence of L1 Chinese in English expression of gratitude in terms of the length of speech and the use of strategy among Chinese EFL learners. Cheng makes use Interlanguage pragmatics as a theoretical framework. This research is regarded more complete than other articles for it also provides pragmatic component in order to reveal the effect of pragmatic study to respondents of English proficiency, especially in the expression of gratitude. The 152 participants of this study are graduate students at major universities in the United States of America and Taiwan. The subjects are divided into five groups: three groups of Chinese EFL learners, one group of Chinese native speakers in Taiwan, and one group of English native speakers in the United States. Cheng executes her research by using DCT (Discourse Completion Task) and Demographic survey as her instruments. In the DCT, she divides the questionnaires into English and Chinese versions. Afterwards, the data are analyzed using concept of taxonomy of thanking by Cheng (2005) that have 8

strategies (thanking, appreciation, positive feelings, apology, repayment, others, alerter and attention getter) in order to know the strategy used by the participants. There is significant difference in the number of strategies used by Chinese native speakers and English native speakers in the eight situations. Thanking strategy is the most frequent strategy used by both Chinese and English native speakers. However, the second and third rank of strategy is varied. The second and third most used strategies for Chinese native speakers are alerter and repayment strategies. On the other hand, for English native speakers, appreciation and repayment strategies occupy the second and third rank. The last finding is that there is no influence from L1 Chinese on the length of speech.

Those previous researches contribute to the current research in the matter of the design of interlanguage pragmatics research, the respondent selection, and the analysis of the research. Those previous researches introduce the design of interlanguage pragmatics research in illocutionary act, especially the strategies of the EFL learners and the native speaker using gratitude expression and refusal strategies in English Language. Mostly the researches focus on the gratitude expression and refusal strategy of native speakers and English as Foreign Language (EFL) learners without considering the social background of the participants or respondents. Differently, this research tries to relate the social background of EFL learners and their way of expressing gratitude. It concerns on the distinction in the way the participants expressing gratitude that is caused by the different background of L1. The gratitude expression is analyzed using 8 main strategies of thanking by Cheng (2005). This research is worthy to be investigated more for not many researchers has conducted interlanguage pragmatics research by relating gratitude expression with language background (L1), especially using Using, Javanese, and Madurese languages.

2.2 Interlanguage Pragmatics in EFL Context

Pragmatics is the study to understand the way language is expressed and used for different purposes. Bachman (1990) stated that;

“pragmatics competence is concerned with the relationship between utterances, the functions that speakers intend to perform through these utterances (illocutionary force), and the characteristics of the context of language use that determine the appropriateness of utterances”.

The concept of pragmatics competence facilitates the L2 learners to use the language for different purposes even if their L1 has a different concept from their L2. The ability to use the language for certain purposes or speech acts is the most frequently researched pragmatic competence in second language acquisition.

Recently, there are many researchers that use illocutionary act as their subject of research. Their researches are about the differences of illocutionary act for second language learners of English. Those terms belong to the field of Interlanguage study called Interlanguage pragmatics. Bardovi-Harlig (2005:7) states that;

“Interlanguage pragmatics research investigates the acquisition of pragmatic knowledge in second languages, deriving its research methods from comparative cross-cultural studies and second language acquisition research”.

Its purpose is to investigate the use of language and the acquisition of pragmatics knowledge in second language (L2). As cited in Rozina’s article (2009:5), Nguyen stated that “Interlanguage pragmatics is the study of the use and acquisition of various speech acts in the target language by second language learners”.

Interlanguage pragmatics is a branch of second language acquisition research. It is one of several specializations in Interlanguage studies, contrasting with Interlanguage phonology, morphology, syntax, and semantics (Kasper, 1993:3). Interlanguage pragmatics directs to the comprehension and the production of linguistic action. It concerns on the illocutionary and politeness

dimension of speech act performance and is related to the ability to express a variety of communicative function.

In the English as Foreign Language (EFL) context, Interlanguage pragmatics is a study that investigates EFL learners' knowledge, perception, comprehension and acquisition of pragmatic of second languages (Alcon, 2008 cited in Baron and Maria, 2010: 39). Moreover, interlanguage pragmatic is used to investigate the ability of EFL learners in understanding and performing action in target language that in this research is English language. In this research, the research employ interlanguage pragmatics in order to analyze how EFL learners from Javanese, Madurese and Using tribes, whose language background and culture are different from the target language, use their ability in performing target language pragmatics, especially gratitude expression and the acquisition of linguistic action pattern in the second language.

2.3 Expressing Gratitude

Gratitude expression is always related to daily social life. Its aim is to make and maintain good relationship with others, especially after someone is helped by others. As cited on Cheng (2005: 12), Leech (1983) describes thanking from social perspective as “a friendly function, and its goal of stating appreciation is to establish and maintain a polite and friendly social atmosphere.” Gratitude begins with an inner feeling. The feeling of love and tenderness will grow if we are grateful for all the good things happening around us, especially when we are united with our dear one (http://education.byu.edu/youcandothis/expressing_gratitude.html, accessed on 06 March, 2014). There are several reasons of why expressing gratitude or saying thank you is important based on the etiquette advantage:

- 1) Saying thank you acknowledges our dependence on others.
- 2) It is important to recognize the time it took, especially because we are a time deprived society.

- 3) If we do not express gratitude, our relationship might change because we show that we do not care about the other person.
- 4) By undermining the code of conduct, we belittle the worth of others. What we are saying is: I do not have to thank you because you mean nothing to me.
- 5) It is contagious. If you do something nice for someone, they will do something nice for someone else.
- 6) If we start chipping away at gratitude and common courtesy, life becomes very unpleasant.

(<http://etiquetteadvantage.ca/resources/gratitude>, accessed on 06 March 2014)

Gratitude expression in pragmatics study belongs to speech acts. Austin (1962: 94-107) defines speech act as the action of saying something. Speech act is divided into three groups—locutionary, illocutionary, and perlocutionary. Expressing gratitude belongs to illocutionary act. Illocutionary acts are acts done in speaking, including and especially that sort of act for using a performative sentence such as christening, marrying and so on (Austin, cited in Laurence and Ward, 2006: 54)

Gratitude expression is appreciation for all kinds of big and small favors, gifts, and compliments in various situations such as when exchanging goods, at parties, etc. Most of the expressions of gratitude involve the word *thank*, as in *many thanks, thank you, thank you very much, thanks, thanks a lot*. Eisenstein & Bodman in Kasper & Bulm-Kulka (1993: 64) said that usually native speakers and second language learners are unaware with the complex rules of significant differences in its cross cultural realization. It also happens in the expression of gratitude because they assume that expression of gratitude is universal. Eisenstein and Bodman (1986) conducted an experiment on gratitude expression on native speakers of American English whose language background is different. They gave questions that are applied in several conditions. The research shows that thanking appears as a universal function. Because of the universality of using thanking,

every place has different way in thanking. As a result, every EFL learner who has different language background has different way in expressing gratitude. It will affect them in performing gratitude expression in target language in certain situation.

2.4 Cheng's Taxonomy

The taxonomy of thanking is elaborated below:

1) Thanking

It consists of three subcategories, first is by using the word *thank* (e. g.: thanks, thank you, thank you so much). Second is thanking and stating the favor (e. g. thank you for watching, thank you for your help). The last is thanking and mentioning the imposition caused by the favor (e. g thank you so much for letting me borrow it those extra days).

2) Appreciation

In appreciation strategy, there are two subcategories—using the word *appreciate* without elaboration (I appreciate it) and mentioning imposition caused by the favor (I really appreciate your time and effort).

3) Positive feelings

There are three subcategories in positive feelings namely expressing the positive reaction to the favor giver (you are my superhero), expressing the positive reaction to the object of the favor (this pen is really useful), and expressing the positive reaction to the outcome to the favor (I will keep you posted on what happens).

4) Apology

Apology strategy has five subcategories—using only apologizing word (I am sorry, I apologize), using apologizing words and stating the favor of the fact (I am sorry for the short notice), using apologizing words and mentioning the imposition caused by the favor (sorry it took me so long to get it back to you), criticizing or blaming oneself (Because you break up with your girl or

boyfriend, you say “I am such an idiot!”), and expressing embarrassment (I am so embarrassing).

5) Recognition of Imposition

There are three subcategories included in recognition of imposition. They are acknowledging the imposition (your teacher asked you to submit the assignment on time and you said “I know you did not allow me extra time”), stating the need for the favor (you need an extra time to submit your assignment, and then you said this to your teacher “I usually do not try to ask for extra time, but this time I need it”), and diminishing the need of the favor (your friend help you by borrowing you some money and you said “you did not have to do that”). This strategy can be accompanied by thanking, appreciation, and apology strategies.

6) Repayment

This strategy has three subcategories, including offering or promising service, money, food, or goods (can I buy your dinner and beer for this?); indicating his/her indebtedness (your friend help you to do your assignment even she/he has another planning and you said “I owe you big time”); and promising future self-restrain or self-improvement (you did something terrible to your friend and you promise to her/him by saying “it will not happen again”).

7) Alerter

Blum Kulka, House, and Kasper (as cited in Cheng, 2005: 49) define alerter as an element functioning as an attention getter or an address term preceding the actual speech act in order to gain the hearer’s attention or signal of interpersonal relationship. In Cheng’s study, alerter is classified as attention getter (hi, hai, oh God, oh my, by the way), title (Prof, Dr, Mr, Mrs), and name (Grace, Mary, guys, pal, buddy).

8) Others

Others are the expressions that do not belong to any of the strategies above. There are four subcategories in this section, including here statement (here is your book), small talk (I think I have seen you before, but I cannot remember. What do you study?), leave-taking (have a nice day, see you soon), and joking (you are playing with your friend in her home and you read her book without permission to her. She then said “that is why your boyfriend want you to break with him, just joking).

2.5 Socio Culture

Language is always related to culture. Culture has certain effect to EFL learners in the way they learn English language. It is because learning a language includes the social process and origin of human intelligence in society or culture. Vygotsky said that social interaction plays a fundamental role in the process of learning. He believed that there are two major aspects that affect the process of learning. The first aspect is the interaction of the learners with society, culture, and environment. The second one is the individual mental structure (http://portal.unesco.org/education/en/ev.phpURL_ID=26925&URL_DO=DO_TOPIC&URL_SECTION=201.html, accessed on 24 April, 2014). Hofstede (1991: 44) said that everyone has their own way in thinking, feeling and acting that is based on how they study their life. Those activities form ‘patterns of thinking’. The whole set of this pattern is included in ‘mental program’ that later famously known as culture. Vygotsy also said that culture and environment are the primary determining factors of knowledge construction, including language. We learn through this cultural lens by interacting with others and following the rules, skills, and abilities shaped by our culture. Learning language always occurs and cannot be separated from social context where human is a social being that cannot live by themselves and has to interact and share information with other person (Vygotsky, 1986: 94).

Moreover, every culture and language have their own way in structuring words and sentences because language is one of sections in culture. Hymes

(1972) in Cheng's article (2005: 8) said that "for any speech community, there are preferred ways of formulating and expressing certain ideas that involve familiarity with the language conventions shared by the members of the speech community". The distinction can be discovered through several expressions in English language. One of them is gratitude expression that becomes the focus of this research. It is not possible that the way of EFL learners producing their expression in the target language is affected by their culture and L1. It is in line with (Selinker on Saville – Troike, 2006: 41) that Interlanguage is driven by inner forces in interaction with environmental factors. From this statement, it proves that culture and society affects the process of learning a target language including the use of expression that in this research is gratitude expressions, hence the research about the effect of culture and society in learning target language for EFL learners is needed.

2.6 Ethnicity Identity

In the way of distinguishing the identity of the language background of the respondents in this research, ethnicity identity is used. The definition of ethnicity is varied from one research to another because every researcher has different preference theory in doing investigation. Someone's ethnicity is constructed by having and sharing social culture with others that have the same tradition, history experiences, and homeland (Amrazi, 2006: 25). Homeland is one of the ways to distinguish the ethnicity of someone. It is a place that can be used to share the same tradition and a place where people build their history resulting in having similar history experience. Ethnicity is also an inborn trait. It is affected by some factors like race, birth, symbol, and culture (Cheung, 1993: 25 in Amrazi). For instance, a person born from Javanese parents is simply categorized as a Javanese.

Language can be a tool in determining one's ethnicity. Even though this method is considered rather weak since one person can acquire more than two languages, this method can support the determination of one's ethnicity. In line with the previous statement, Fought (2006: 20) said that "ethnicity does not occur in isolation from other elements of identity such as class and gender. Language

must provide ways of reflecting and constructing the many facets of our identities.” He then added that a language can be a tool in distinguishing ethnicity as long as the language has specific linguistics features which are different types of variable (phonetic, syntactic and lexical items) (2006: 23).

Phinney (in Amrazi, 2003: 27) defines ethnicity as “dynamic, multidimensional construct that refers to one’s identity or sense of self as a member of an ethnic group.” From this definition, ethnicity refers to the feeling of having similar culture, language, homeland, race, religion with other in their group.

2.6.1 Javanese People

Different from English, Javanese people divide their language based on social system. Javanese language is divided into three levels of language—*Kromo*, *Madya*, and *Ngoko*. *Kromo* language is used when someone speaks to the older one or the one with higher social status. *Madya* is half-formal language that is used to speak with family and close friends while *Ngoko* is language used by the older one to the younger one or the one who have lower social status. Besides, they use *Ngoko* to speak to their friends. This distribution is based on position, age, grade, and level of friendship (Koentjoroningrat, 1984:21).

The using of language level is very important for Javanese people because it shows that they have good character and attitude. Character and attitude are some important things that Javanese people notes. Javanese people have two important principles to adapt in any social conditions and to communicate with others. First, they have to have good manner and attitude in order to prevent conflicts. Second, it is a must for Javanese people to speak politely and respectfully to other people. Those principles not only become the characteristics of Javanese people but also determine a concrete form of communication process of Javanese people in every aspect of their life (Suseno and Gunarwan on Nadar, 2009:130).

Javanese people see gratitude expression as an important thing in making and maintaining a good relationship. They use it in particular conditions to respect

each other because one character of Javanese people is respecting other people (Suwardi, 2003:28). Javanese people use gratitude expression even for trivial matters. One example is when someone offers a Javanese to eat together. The Javanese will show his/her gratitude by saying *Inggih matur nuwun* that means “thank you”. Another example is when a Javanese is asked to watch a movie and agrees to it. He/she will say *inggih mangga* that means “ok, thank you”. Actually those trivial matters do not need thanking expression. However, it is a must for Javanese people in order to respect others and to become a person with good character and attitude.

2.6.2 Madurese People

Madurese language is counted as Austronesia language (Rifai, 2007:50). This language spreads to many areas including *Tapal Kuda* (Horseshoe), East Java, Kalimantan, Yogyakarta, Aceh, South Sumatra, and Jakarta. Similar to Javanese language, this language has its own level of speech that is based on position, age, and grade. The level of speech in Madurese people is usually used to talk to someone who occupies a high position in society like a religious leader. Madurese people have a slogan called “*etjhin*”. The slogan means that Madurese people must not rely on others (Rifai, 2007: 201). If someone has known Madurese people well, he/ she will recognize and acknowledge that Madurese people have good attitude and appreciation towards others (Wiyata, 2008:12).

Madurese people are not too open for critique. For this, they have slogan “do not threaten pride” that means they do not like it if someone criticizes them, especially in front other people, since it will humiliate them. It is relevant to their proverb “*ango'an poteya tolang etimbang poteya mata*” that refers to their preference to die rather than to bear the shame. They will not embarrass or criticize others as long as the people do not threat their pride (Wiyata 2008:4). Although they are not too open for critique, they can adapt easily to new environment.

2.6.3 Using People

Using language came into being from the combination of Javanese and Balinese language. The appearance of this language cannot be separated from geographical reason. The native speakers of Using live in Banyuwangi that is located in East Java across Bali Island. Although it is obtained from cultural mixture, this society has and develops its own characteristics and culture. Different with Javanese and Madurist people, Using people are more liberal because they are more open-minded. This can be proven from the way they interact with others. Using people can easily adapt to new situation and people. However, they are dynamic and it makes them not eroded by global culture. The expert of Using language, Hasnan Singodimayan, in Sunarlan (2008:131) said that “the prominent identity of Using people is syncretism. It means they can receive and absorb other cultures into their new culture.”

According to some culturists, Using people do not have ideal characteristics. Using people have different characteristics than Javanese people. They have a life principle namely *aclak* (egoistic), *ladak* (arrogant), and *bingkak* (indifferent). The principle exists because Using people are egalitarian. They do not have honorific level of speech from the youngest to the oldest one. In other words, they use the same level of language to all people (Singodimanyan in Sunarlan, 2008:137)

Using language does not have level of speech like *Ngoko*, *Madya*, and *Kromo*. It is relevant to Sariona and Maslikahtin’s statement (2005) that said “Using people do not know *Kromo* (level of speech)” What Using people have is *besiki*—the way to respect others. However, the use of *besiki* is limited for it is based on recent context. Usually, *besiki* is used on formal situation that has sacred values, such as death ceremony (Sariona and Maslikhatin, 2006:61)

CHAPTER 3. RESEARCH METHOD

In doing this research, there are several steps to be done. One of them is arranging the methodology of the research. This step is used to elaborate the way the researcher conducts the research. Its aim is to get the validity and the accuracy of the research results. This chapter particularly comprises of several subchapters: the type of research, the type of data, the data collection, and the data analysis.

3.1 Type of Research

This study conducts quantitative and qualitative research, it is because this research describe the most used strategy of gratitude expression with the reason of the strategy is used, and also give the numerical data about the recapitulation of the strategy that is used by EFL learners. Mackey and Gass (2005:163) state that “qualitative research tends to be more interested in presenting a natural and a holistic picture of the phenomena being studied.” The picture of the phenomena can be a socio-cultural context, like the ideological orientation of the speech community as a whole. Where quantitative research that usually is connected with attitude scales of the subjects observed, behavior categorized, and generally starts with an experimental design.

The quantitative approach related to the quantification of data and numerical analysis that used to count and found the thanking strategies that used by EFL learners of English language based on 8 strategies by Cheng (2005), qualitative analyses were then to describe the thanking strategy that used by EFL learners based on pragmatics study and how their L1 effect the strategy. By combining these, more detailed information will able to present.

3.2 Type of Data

The type of data used in this research is qualitative and quantitave data. Denscombe (2007: 286) states that “qualitative data take the form of words (spoken or written) and visual images (observed or creatively produced).” The data of this research are DCT questionnaire adopted from Cheng and interview.

The questionnaire contains familiarity (i.e., social distance) and social status (i.e., power). The interviewing process is employed to know the language background of the subjects. This qualitative data uses for describing the variation of using gratitude expression by EFL learners in 3 tribes, the description of the most strategy of gratitude expression in both version of language also show by qualitative data. Qualitative data also use to show the reason of that made by EFL learners when they choose one of strategy of gratitude expression.

Quantitative data are the data that are in the form of number. The numerical characteristic of quantitative data helps the researcher conducting the data. In quantitative data show the amount of using the most gratitude expression by EFL learners of English Department of Letter and also present the number of variation that divide into 8 taxonomies by Cheng (2005).

3.3 Data Collection

The data in this study are collected using Discourse Completion Task (DCT) and interview. DCT is a combination of questionnaire and situation. Bardovi-Harlig & Hartford (1993:143) said that “DCT is an open questionnaire providing scenarios”. Moreover, Kasper & Dahl (1991: 221) define DCT as “questionnaire including a number of brief situational descriptions, followed by short dialogue with an empty slot for the speech act under study.” Most of interlanguage pragmatic researchers use DCT for the instrument of their research because DCT is an appropriate instrument for interlanguage pragmatics research. It can be applied directly to the participants that come from different cultural background (Lusia, 2009: 667). The DCT data collect by the researcher is two months, it is from November until December, where the researcher give the questionnaire to the subject one by one by made a promise to meet the subject in certain time, the subject that can meet with the researcher did the questionnaire via online, the researcher sent the data of questionnaire via email, face book and also Black Berry Messenger.

This DCT questionnaire of this research adopted from Cheng (2005). The questionnaire describes certain situations in which the participants have to

respond to it. Since Cheng's participants are Chinese and American people, the research modify the questionnaire in order to accommodate the students of English Department of Faculty of Letters in Jember University as well as Native speaker. The questions for the participants are about the likelihood of the situation. For example, there is a question whether they have ever been in a particular situation and how grateful they were in receiving favor in that kind of situation. That situation in DCT questionnaire is dividing into direction, notes/book, computer, study, coffee, paper extension, and recommendation later.

The questions are available in four languages—English, Javanese, Madurese, and Using. The aim of providing the four languages is to know the differences clearly. Each participant gets two versions of questionnaire of DCT. The first questionnaire is in English language while the other one depends on the language background of the participants. For instance, a participant whose language background is Madurese language will get questionnaire in English and Madurese versions. The aim of this method is to crosscheck the validation of questionnaire result. By giving them 2 questionnaires the researcher know how the transfer of Interlanguage that happens to EFL learners. The scenario or situation on the questionnaire is varied according to familiarity and social status. Familiarity and social status were selected as a domain of the questionnaire.

Familiarity means about the situations that familiar in students life around campus and also how familiar the two interlocutors with each other is. The participants can be close friends who have known each other very well or it can be speaker and hearer who have been familiar with one another. They share solidarity in the sense they could be described as working toward a common goal or interest like classmate or members. Social status refers to the power of the speaker with respect to the hearer. The degree to which the speaker can impose his or her will on the hearer is due to a higher rank within an organization or professional status like lecture or elder people. Every tribe will have their own way to express their gratitude because different people may use different language in the same domain (Holmes in Hasianto, 2012: 17). The questionnaire is arranged by putting setting of place, scenario, or situation that is familiar with the participant (e.g. campus or

other public places that are accessed by the participants every day). In addition, the gender of the participant may affect the speaker's speech pattern. However, the factor is not included as a part of the study in order to keep the number of DCT items to minimum.

The second technique is interview. Mackey & Gass (2005:173) state that "interviews are often associated with survey-based research, as well as being a technique used by many qualitative researchers". They added that interviews are similar to natural conversation where the participants can reach out the researcher's ideas about the area of interest (Mackey & Gass, 2005: 173). In this research the researcher uses semi structured interviews "semi structured interviews in which the research uses a written list of questions as a guide, while still having the freedom to digress and probe for more information" (Mackey & Gass, 2005: 173). This interview session is used to know the language background of the participants who have been divided into three groups. The session of held of interview is divide into 2 sessions, first the researcher held the interview before giving the subject the DCT task. This first session to know their tribe and it make the researcher easy to arrange their tribe base on the result of the first interview. The second session held after the researcher collect the data of DCT questionnaire, this interview to know the reason of the using of gratitude expression in certain situation by the subject. This interview held not only face to face with the subject, but also use Email and BBM because not all subject can meet the researcher to give their reason, thye second of interview session held January after the researcher analyze the result of the DCT data.. The interview data are useful to elaborate the questionnaire so that I can get more information about the chosen topic (Mackey & M.Gass, 2005: 173).

3.4 Subjects

The subject of this research is the students for academic 2010/2011, This research takes 27 subjects out of 136 students from English Department academic year 2010, with the description 15 for Javanese students, 11 of Madurese students and 1 for Using student. Considering the number of population that is large to

manage, samples are taken. Arikunto makes a limitation when sampling technique can be applied. Samples are taken if the number of population is more than a hundred. he gives the minimal sample that can be taken is 15-25 percent of the population is the acceptable amount of sample (Arikunto, 2012:24). The reason why the amount of the students is different because the researcher cannot find the subject that really have a certain background of the students, because most of students is from Javanese, they know Using and Madurese because their friend and their environment only. The reason of using student 2010 as the subject is because they finish their all subjects in the English Department of faculty of Letter except thesis writing, because of this the researcher conclude that they have a lot of experience that the other students in studying English language in Faculty of letter. This research focuses on three language ethnicities which are Javanese, Madurese, and Using.

3.5 Data Analysis

For the data analysis, This research uses descriptive and statistical method. The descriptive method is used to analyze the results of the DCT task and interviewing process that are based on 8 strategy of Cheng. Besides, the method can be employed to describe the effect of language background (L1) towards gratitude expression. Statistical method is used for counting the result of the most useful strategy for the participant in doing gratitude expressions. There are 3 steps in doing the analyzing of data:

1. The researcher counts the results of the DCT data by EFL learners in every tribe and every version by giving the diagram in every tribe. This grouping of variation gratitude expressions based on the 8 taxonomy by Cheng (2005). They are thanking, appreciation, positive feeling, apology, and recognition of imposition, repayment, other and alerter. The result with conclude the example of the variation gratitude expression made by EFL learners in every tribe.
2. The most use gratitude expression explained after getting the variation of gratitude expression. This step explains the most use strategy of 8

taxonomy by Cheng (2005) in every tribe and every version. There are also the reasons about why certain strategy becomes the most use strategy by EFL learners of Javanese, Madurese and Using. The reason about the variation of gratitude expression that used by EFL learners is come from interviewing the subject, where after knowing the result of the DCT, the resercher interviewing the subject about their answer in DCT.

3. The last is analyzing the effect of L1 in the way of producing gratitude expression in L2. For analyzing the effect of L1, the researcher classifies the data on the situations used in the DCT questionnaire. It is to know in what way the effect of L1 happen when they producing gratitude expression in L2. These situations are direction, notes/book, computer, study, coffee, paper extension, and recommendation later. In this subchapter the researcher also showing the reason why L1 is still have ceratin effect to the subject in the producing gratitude expression that come from interviewing process after the researcher has the result of the DCT questionnaire.

CHAPTER 4. RESULTS AND DISCUSSION

This chapter presents the results of the study. It is organized according to the research questions. The data on Javanese, Madurese, and Using versions of DCT are analyzed and presented first. This is to form a baseline for comparison with English version of DCT. Afterwards, the English version of DCT is compared to the Javanese, Madurese and Using versions in order to see the way the learners express their gratitude based on interlanguage pragmatic study. Two major topics under investigation are the most used strategies and the effect of L1 background. The researcher applies the 8 strategies and the ethnicity identity to strengthen the finding of overall analysis.

4.1. The Gratitude Expression Strategies on Javanese, Madurese, and Using EFL Learners

This subchapter presents the strategies used by Javanese, Madurese, and Using EFL learners to express their gratitude. The explanation also covers the amount and the variation of strategies found in the DCT questionnaires. The examples of the gratitude expression strategies will be distributed as well.

4.1.1. The Recapitulation of Gratitude Expression Strategies on Javanese EFL Learners

Table 1 provides the recapitulation of the gratitude expression strategies of Javanese EFL learners. There are 15 chosen subjects and each of them receives Javanese and English versions of DCT questionnaire. Every questionnaire has 10 questions with 10 different situations—direction, pen, computer, study, book, note, coffee, paper, extension, recommendation letter, and book extension situations. The table below shows that Javanese EFL learners mostly express their gratitude using thanking strategy. The gratitude strategies appeared in Javanese version of questionnaire includes thanking (95), repayment (10), and positive feeling (9). Meanwhile, the subjects use

thanking (97), positive feeling (11) and repayment (10) in English version of the DCT questionnaire.

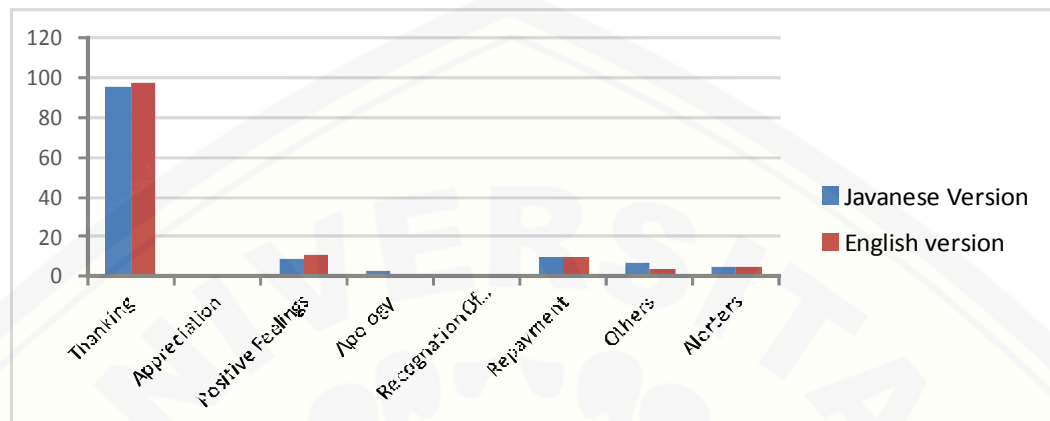


Figure1. Frequency of overall use of gratitude strategies on Javanese EFL learners in Javanese and English versions of DCT questionnaire

The examples of strategies found in Javanese and English versions of DCT questionnaire are presented below:

a) Thanking

Thanking is mostly used by Javanese EFL learners to express their gratitude, whether it is in Javanese or English versions of DCT questionnaire. The result shows that this strategy appears 95 times in Javanese version and 97 times in English version.

The examples of thanking strategy in Javanese version:

- *Matur nuwun sing kathah sampun maringi info Pak.*
- *Matur nuwun njih Bu/Pak.*

The examples of thanking strategy in English version:

- Thank you for showing the direction to me, Mam.
- Thank you very much Sir.

b) Appreciation

This strategy was never used both in English and Javanese gratitude. The reasoning will be provided on the subchapter 4.2.1.

c) Positive feeling

Positive feeling is the second most used strategy in the questionnaire, in which the subjects respond to the help of the helper by showing positive reaction. There are 9 answers in Javanese version and 11 answers in English version using this strategy.

The examples of positive feeling strategy in Javanese version:

- *Matur suwun banget, aku iso marekne tugasku mergo mbok tulungi.*
- *Matur suwun ingkang sanget Pak damel wektu njenengan paringi, kulo saget ngerampungne tugase*

The examples of positive feeling strategy in English version:

- Thank you so much, I can finish my paper because of your help
- Thank you Sir for the extension you gave for me, I can finish it

d) Apology

Apology strategy is used 3 times in the Javanese version of DCT questionnaire. However, this strategy is not mentioned at all by the subjects in its English version. They prefer to combine apology and thanking strategies to express their gratitude. This phenomenon will be explained in the next subchapter.

The example of apology strategy in Javanese version:

- *Sepurane tenan lek wes repot gara-gara aku lali ora nggowo dompet, kesok tak balekno Duh isin aku, dompetku keru se, suwun yo*

e) Recognition of imposition

This strategy only appeared once in both versions of DCT questionnaire.

The examples of recognition imposition in Javanese and English versions:

- *Aku butuh buku iki, oleh tak silih ta buku iki?*
- I need this book, may I borrow it?

f) Repayment

This strategy is also favored by the subjects to respond to the given situations in DCT questionnaire. Repayment strategy is used 10 times in both Javanese and English versions of questionnaire.

The examples of repayment strategy in Javanese version:

- *Matur sembah nuwun nggih Pak/Buk, kulo janji ajenge kulo cepet rampungne*
- *Sesok emben kowe tak traktir yo*

The examples of repayment strategy in English version:

- *Suwun yo, teko kosan tak ganti duwitmu*
- *I will return you back, thank you sir to lend me*

g) Other

Other strategy is used by the subjects 7 times in Javanese version and 4 times in English version.

The examples of other strategy in Javanese version:

- *Kesuwun yo jeh wes disilihi pulpene, kapan-kapan nyileh mane, hehehe*
- *Niki buku ingkang kulo sambut, matur suwun nggeh Pak/Buk*

The examples of other strategy in English version:

- *This is your pen, I've finished, thank you*
- *This is your note, thank you*

h) Alerters

The subjects express their gratitude by employing 5 times alerters strategy for Javanese and English versions of DCT questionnaire.

The examples of alerters strategy in Javanese version:

- *Mbak, kesuwun lo ya*
- *Eh, suwun lo ya*

The example of alerter strategy in English version:

- Sir, thank you very much for your recommendation
- Sir, this is my assignment, thank you Sir

4.1.2. The Recapitulation of Gratitude Expression Strategies on Madurese EFL Learners

The total of the subjects is 11. They are given Madurese and English versions of DCT questionnaires that consist of 10 questions and situations. Similar to the previous recapitulation, the use of thanking strategy completely exceeds the other gratitude strategies—92 times for Madurese version and 90 times for English version. The percentage of the use of this strategy reaches up to 90%. It is then followed by repayment (4), alerters (4), and positive feeling (3) strategies for Madurese version. Meanwhile, its English version only presents repayments (7) and positive feeling (5) strategies.



Figure2. Frequency of overall use of gratitude strategies on Madurese EFL learners in Madurese and English versions of DCT questionnaire

The examples of those strategies will be explained below:

a) Thanking

The most used strategy for Madurese EFL learners is thanking strategy. It appears 92 times in Madurese version and 90 times in English version.

The examples of thanking strategy in Madurese version:

- *Keso'on*
- *Mator sakalangkong Pak/Bu*

The examples of thanking strategy in English version:

- Thank you for your help grandma
- Thank a lot Bro

b) Appreciation

In this recapitulation, appreciation strategy is not used at all. The reasoning will be provided in the next subchapter.

c) Positive feeling

The subjects employ this strategy 3 times in Madurese version and 5 times in English version of DCT questionnaire.

The examples of positive feeling strategy in Madurese version:

- *Keso'on se benyak yeh, engkok seteyah la ngerte karnah bantoanah*
- *Keso'on ye tretan, ontong bedhe beknah*

The examples of positive feeling strategy in English version:

- I'm really grateful to you Sir for writing the recommendation letter for me
- Thank you very much because of your help, I've understand the material much more

d) Apology

The strategy only appears twice in Madurese version and once in English version of DCT questionnaire.

The examples of apology strategy in Madurese version:

- *Seporaneh kaule aminta pelanjengan bektoh mapolong tugas*
- *Seporaneh guleh aminta perpanjangan bektoh nginjem bukunah*

The examples of apology strategy in English version:

- I'm sorry Sir/Ma'am to lend me book but may I ask an extra time to borrow the book because I still need it for two days later

e) Recognition of imposition

This strategy is only employed once in the English version of DCT questionnaire. The absence of recognition of imposition in Madurese version will be discussed in the next subchapter.

The example of recognition of imposition in English version:

- I might still got lost if you don't tell me the right way to the restaurant

f) Repayment

In Madurese version this strategy is used 4 times while in English version it appears 7 times.

The examples of repayment strategy in Madurese version:

- *So'on yeh, lagguk e pabelieh pesennah*
- *Keso'on kanak, majuh ngakan eng berung, a traktirah*

The examples of repayment strategy in English version:

- Thanks, I'll pay you back tomorrow
- Thank you very much, I'll return your money after I get my wallet

g) Other

In both versions, the other strategy is only mentioned once.

The examples of other strategy in Madurese and English versions

- *Neka polpennah, keso'on gih*
- This is your pen, thank you

h) Alerters

Alerters come out 4 times in Madurese version. However, it is not used at all in the English version.

The examples of alerters strategy in Madurese version:

- *Pak, mator keselangkong pon ebantuh buleh*
- *Eh, nekah polpenah, keso'on se banyak yeh*

4.1.3. The Recapitulation of Gratitude Expression Strategies on Using EFL Learners

There is no diagram presented here because the analysis is not complete and acceptable. The reason behind this problem is the lack of subjects. There is only one subject that is given Using and English versions of DCT questionnaire. In Using version, the subject chooses thanking (3) as the most used strategy, followed by positive feeling (2), other (2), and the combination of thanking and apology strategies. In English version, other (2) and positive feeling (2) also appear besides thanking.

The examples of gratitude strategies in Using and English versions of DCT questionnaire:

a) Thanking

There are 4 thanking strategies in Using version and 7 thanking strategies in English version.

The examples of thanking strategy in Using version:

- *Matur muwun nggih Buk*
- *Matur suwun nggih Pak*

The examples of thanking strategy in English version:

- Thank you Sir for the extention
- Thank you

b) Positive feeling

This strategy is used twice in Using version and once in English version.

The examples of thanking strategy in Using version:

- *Kesuwun yo, gara-gara iro isun dadi luwih ngerti lan yakin kanggo ngadepi ujian*
- *Kesuwun yo, gara-gara ono iro isun dadi hing bingung*

The example of thanking strategy in English version:

- Thank you, because of you I understand much more and feel confident for the upcoming test

c) Other

Other strategy is the second most used strategy for Using EFL learners.

The examples of other strategy in Using version:

- *Iki pulpen iro, kesuwun yo*
- *Iki catetan iro, kesuwun yo*

The examples of other strategy in English version:

- This is your note, thank you for lending me your note
- This is your pen, thank you

4.2 The Discussion of the Most Used Strategy of Gratitude Expression in Javanese, Madurese, and Using EFL Learners.

In this subchapter, the researcher describes and shows the most used strategy in EFL learners of three Indonesian tribes—Javanese, Madurese, and Using. The reasons of why certain strategy become the most used strategy, along with its percentage and examples, are elaborated as well. There is also explanation about the new variation of gratitude strategy in those EFL learners, which is not described in the 8 taxonomy by Cheng (2005).

4.2.1 The Most used Strategy of Gratitude Expression by EFL Learners of Javanese

As stated in chapter 2, Cheng divides gratitude strategies found in EFL learners into thanking, appreciation, positive feelings, apology, recognition of imposition, repayment, alerter, and other strategies. Table 1 shows the overall distribution of the strategies performed by Javanese EFL learners in given situations. In both Javanese and English versions of DCT answers, thanking becomes the most used strategy to express gratitude, followed by the combination of thanking and apology; recognition of imposition, other and alerter; and positive feeling and repayment strategies. In English version of DCT, the researcher also found an answer that combines thanking and repayment strategies.

The strategy used by Javanese EFL learners is almost similar to English native speakers in Cheng's research (2005). In Cheng's study, English native speakers and Chinese native speakers express their gratitude using thanking strategy, followed by alerter and repayment strategies (Cheng, 2005: 56). Other researchers also discovered that the most used gratitude strategy in interlanguage pragmatics is thanking strategy, which is followed by appreciation and positive feeling in the second and third position (Farnia&Rozina, 2009: 124).

According to the interview performed on participants, the reasons why thanking strategy becomes the most used strategy in Javanese and English versions of DCT are influenced by socio-cultural aspect. Culturally, thanking the helper is a habit for Javanese EFL learners, in which it is inherited from their environment and applied to their daily life. Thanking someone symbolizes gratitude. The participants respond to the help by showing how meaningful the help is or how grateful they are. This first reasoning is supported by Suseno and Gunarwan's statement (cited in Nadar, 2009:130), that said it is a must for Javanese people to speak politely and respectfully to other people.

Socially, thanking represents human's virtue and builds intimacy. One who shows his gratitude towards a help will be judged as a man with good characteristics. This is because by thanking someone, be it for small or big favor, we show our respect to the helper.

“In Javanese language, we have to pay attention to someone who speaks to us mbak, because it is really important to show our respect to others”

Javanese EFL learners said that thanking is a means to make someone close to their community, in which in this community they respect each other. From respecting each other, people can easily build intimacy.

	Simple thanks Thanks/ Thank you	Elaborated thanking Thank you for (Favor)	Thank you for (imposition)	Total
Javanese version	47	23	25	95
English version	55	20	22	97

Figure 3. Frequency of subcategories of thanking strategy by Javanese EFL learners

Similar to English version of DCT answers, the most used strategy in Javanese version is thanking, which later is divided into simple thanking and elaborated thanking. The use of simple thanking is higher in number than elaborated thanking. The result shows that simple thanking can be performed using three variations of words:

1. *Suwun*
2. *Matursuwun*
3. *Matur sembah nuwun*

Three points above have similar meaning as “thank you”. However it cannot be used arbitrarily because Javanese language has level of speech. The distribution is based on social position, age, grade, and level of friendship

(Koentjoroningrat, 1984:21). Every gratitude expression has different usage based on some particular reasons as follows:

a. Javanese language is divided into three levels of speech –*kromo*, *madya* and *ngoko*. *Suwun* is used to speak with friends and younger people, while *matur suwun* is used to speak with older or respected people. However, *matur sembah nuwun* is used to speak to older people for the purpose to respect their help in order to show them how valuable their help is (Koentjoroningrat, 1984:21).

b. The use of 3 gratitude expressions above depends on the helper. Based on the age, if the helper is younger or about the same age (e.g. playmates, underclassmen, classmates, etc), the subjects can use simple thanking “*suwun*” or “*matur suwun*”. This way of thanking appears in DCT answers in pen or note situations. If the helper is older, the subjects use the most polite way of thanking, “*matur sembah nuwun*”. This case happens in the direction situation where the subjects have to ask direction to an older person.

c. The use of gratitude expression also depends on social status. The subjects consciously choose “*matur sembah nuwun*” for expressing their gratitude to a person with higher social status (e.g. a lecturer). This example can be found in the DCT answers number 10.

Thanking strategy has another variation. In some cases, Javanese people combine thanking word with other gratitude strategies beside stating the favor and mentioning the imposition caused by the favor. Javanese EFL learners apply this way of expressing gratitude by combining thanking strategy with other gratitude strategies to answer English version of DCT questionnaire. The goal is to show how indebted the subject is.

Language background (L1) plays an important role in producing variation of thanking strategy in Javanese EFL learners. In Javanese culture, saying only “thank you” is regarded not enough to express gratitude, especially if it is a big favor. To respect or honor the helper, one often elaborates thanking word by adding or combining it with other thanking

strategies, like apology strategy. Based on the result of Javanese and English versions of DCT questionnaire and the interview, combination of strategies depends on the degree of help for the subjects. The examples of the variation of thanking can be seen from computer, book extension, and paper extension situations. In the computer situation, for instance, the subjects receive help when the helper is very busy. To show how grateful or indebted a subject to the helper is, the subject combines thanking with other strategies.

The variation of thanking used by Javanese EFL learners in Javanese and English versions of DCT (Thanking with Apology):

Javanese version

1. *Matur nuwun, ugi nyuwun ngapunten ingkang kathah amargi kulo ngampil buku radi dangu* (subject 6, Javanese version)
2. *Matur nuwun sanged, pengapunten menawi sampun ngerepotaken* (subject 9, Javanese Version)
3. *Suwun tenan yo, (jeneng kanca), Sepurane lho wes ngerepoti* (subject 9, Javanese Version)
4. *Matur nuwun ingkang kathah, Pak/Bu. Pengapunten mbok dumateng kalepatan kulo* (subject 9, Javanese Version)
5. *Matur suwun yo, sepurane wes ngerepoti. Iki kenek digawe tuku rokok* (subject 10, Javanese Version)
6. *Matur suwun sanget nggeh, Pak/Bu. Ngapunten ngerepotaken, monggo* (subject 11, Javanese Version)
7. *Matur sembah nuwun, Pak/Bu. Sepuntene pun ngerantos dangu* (subject 12, Javanese Version)
8. *Suwun banget yo, Jim. Sepurane wes ngerepoti awakmu. Iki ono camilan teko omah, suwun yo* (subject 13, Javanese Version)
9. *Matur suwun nggih, Pak/Bu. Surat rekomendasi kanggo kulo sampun dikirim. Sepuntene sampun ngganggu wektu jenengan* (subject 13, Javanese Version)

10. *Matur suwun sanget nggeh, Pak/Bu. Sepuntene mboten saged mbalekaken buku cepet* (subject 13, Javanese Version)
11. *Matur suwun amarga wes nulung aku dandani computer kula nsepurane wes nyito waktune* (subject 14, Javanese Version)
12. *Suwun sing akeh yo, sepurane ngerepoti* (subject 15, Javanese Version)

English version

1. Thank you and I am sorry Sir/Ma'am, because I borrowed your book quite long (Subject 6, English Version)
2. Thank you very much for your opportunity, forgive me for my fault (subject 9, English Version)
3. Thank you, I am sorry if I have disturbed you (subject 10, English Version)
4. Thank you so much for your help, I am sorry if I cause a fuse (subject 11, English Version)
5. Thank you so much, I am sorry for this trouble (subject 11, English Version)
6. I'm so sorry before, but thank you for everything (subject 12, English Version)
7. Thank you Sir, I am so sorry for the late return (subject 12, English Version)
8. Thanks a lot Jim and sorry for disturbing you. Here are some snacks for you (subject 13, English Version)
9. Thank you very much Sir, for sending the recommendation letter for me. I am sorry for disturbing your time (subject 13,English Version)
- 10.Thanks so much for having my computer fixed and sorry I have spent your time
(Subject 14, English Version)
- 11.I'm so sorry because I ask your time a lot, but I'm so thankful for your helping to complete my assignment (subject 14,English Version)

The combination of thanking and apology strategy is similar between Javanese and English versions of DCT concerning its amount. This strategy appears when the subjects feel very indebted to the helper. Besides, there is the need to show that the subjects respect the help. In Javanese culture, one of the ways to determine a person having good or bad characteristics is by looking at his or her manner when he or she gets help. If a person does not express any gratitude after getting help, this person will be judged impolite. This statement is supported by Suseno and Gunarwan (in Nadar, 2009:130) that said Javanese people have two principles: they respect each other and have good manner. Hence, it is very important for them to show their gratitude after being helped.

Javanese EFL learners never use appreciation strategy, whether in Javanese or English versions of DCT questionnaire. Based on Cheng's research (2005), appreciation strategy is usually engaged with word "appreciation" when the subjects express their gratitude. Based on the interview, the subjects stated that this phenomenon happens since they never use this type of strategy in their daily life.

4.2.2 The Most used Strategy of Gratitude Expression by EFL Learners of Madurese

The most used strategy for Madurese EFL learners is thanking strategy, followed by apology, other, and combination of thanking and apology. The subjects choose thanking strategy because it is considered more suitable than other strategies. Most subjects usually use simple thank you. However, the researcher also found that some subjects combine thanking strategy by stating the favor and mentioning imposition caused by the favor. In her research, Cheng (2005) divides thanking strategy into three variations. The following table shows thanking strategy found in Madurese EFL learners that has been categorized based on Cheng's research.

	Simple Thanks Thanks/Thank You	Elaborated Thanking Thank you for (Favor)	Thank you Thank you for (Imposition)	Total
Madurese Version	54	33	5	92
English Version	52	29	9	90

Culturally, thanking strategy becomes the most used strategy because the subjects are only familiar with this gratitude expression. They rarely use other gratitude strategies after accepting a help from other people. They think that saying thank you is enough to show their gratitude to the helper. Variation of thanking strategy appears because the subjects want to respect and to build intimacy with the helper.

Madurese EFL learners have three different thanking words: *keso'on*, *mator keso'on* and *keselangkong*. Based on the interview, those thanking words are used differently by considering the social status and age of the helper. *Keselangkong* is addressed to an older or more respected people. *Keso'on* and *mator keso'on* are used when the helper is at the same age and position as the subject. The helper may be friends or seniors of the subject.

The combination of thanking and apology strategies also appears in Madurese and English versions of DCT questionnaire. This strategy exists because the subject feels very indebted to the helper and, therefore, the subject needs to use more than simple thank you. The amount of the use of this strategy is not as much as in Javanese EFL learners. The researcher found this strategy in both Madurese (3 answers) and English (5 answers) versions of DCT questionnaire.

Madurese version

1. *kauleh mator keselangkong ampon e injemin setal, sebeuhna kauleh nho'on saporah tak a kenalan geluh* (subject 2, Madurese Version)
2. *seporanah ampun a ganggu bektona panjenengan, amatur sekelangkong* (subject 2, Madurese Version)
3. *mator keselangkong gih, Pak/Buk. Abdina ampon eparengi bukunah, ben abdinah minta saporah karna nginjem buku aju nancek abideh* (subject 3, Madurese Version)

English version

1. Thanks for lending me the pen and sorry I do not introduce my name before (subject 2, 2 English Version)
2. I am sorry for asking an extra time to finish my assignment, I am really thankful to you for giving me an extra time (subject 2, English Version)
3. Sorry for bothering you to fix my computer and thanks for fixing it (subject 2, English Version)
4. Thank you for borrowing me your book and sorry for returning this book late (subject 3, English Version)
5. Thank you very much and I am sorry for wasting your time (subject 10, English Version)

The other reason why this variation appears is because the helpers have a higher social position, or because the subjects are not close enough to the helpers. Answer (1) shows the gratitude expression directed to someone the subject barely known. The subjects include apology strategy in order to respond to the good attitude of the helper. Meanwhile, answer (2) is addressed to a lecturer, whose social position or status is higher than the subject.

Appreciation strategy does not appear in Madurese and English versions of DCT. The reason is similar to the Javanese-English version of DCT. The subjects are not used to this type of strategy and the word "appreciation" since they usually express their gratitude with thanking strategy. Beside appreciation, there is recognition of imposition that appears

once in English version of DCT answers. The subject applied this strategy because it is seen as a suitable response for the given question and situation.

4.2.3 The Most used Strategy of Gratitude Expression by EFL Learner of Using

In Using and English versions of DCT questionnaire, the most used strategy is thanking strategy. The thanking strategy is divided into: (a) simple thanking; (b) thanking and stating the favor. Because of the inadequacy of the data, there will be no table presented in this discussion.

Using version

Simple thanking:

1. *Matur suwun nggih Buk* (subject 1, Using Version);
2. *Matur suwun nggih, Pak* (subject 1, Using Version);
3. *Matur suwun nggih, Buk* (subject 1, using Version).

English version

a. Simple thanking:

1. Thank you (subject 1, English Version);
2. Thank you so much Sir (subject 1, English Version).

b. Thanking and stating the favor:

1. Thank you for your help (subject 1, English Version);
2. Thank you for your book copy (subject 1, English Version);
3. Thank you sir for the extension (subject 1, English Version);
4. Thank you sir for the recommendation letter to me (subject 1, English Version).

The strategy that combines thanking and apology appears twice in Using version of DCT answers:

1. *Kesuwun yo, sepurane kadung isun ngerepoti ira* (subject 1, Using Version)
2. *Matur suwun Pak, sepurane kulo ngerepoti* (subject 1, Using Version)

The absence of certain gratitude strategies, such as appreciation, apology, and recognition of imposition, repayment, and alerter in Using EFL learner is caused by two problems. First, the subject is unfamiliar with such strategies since they never or rarely uses it in daily life.

“We don’t have any strategy to express our gratitude, saying thank you is enough to express our gratitude Mbak”

For the subject, the use of thanking strategy is enough to express gratitude as long as it is uttered politely. Secondly, the subject is limited since the researcher only found one suitable participant for this research.

4.3 The Effect of L1 to L2 Production of Gratitude Expression by EFL Learners

This subchapter describes situations that affect the strategy of gratitude expression of Javanese, Madurese, and Using EFL learners in target language. There are eight chosen situations in DCT questionnaire that guide the researcher to assess the effect of L1. The assessment will be based on the socio-cultural aspect of the three tribes. This subchapter also provides examples of the use of gratitude expression in those situations, including the amount and the variation of the strategy.

4.3.1 Direction Situation

DCT question: You have arranged to meet a friend at a restaurant in a town where you have never been before. You arrive at the town a little late and, since you have never been there before, you cannot find the restaurant. Confused to find it, you ask an elderly person passing by for directions. After the person tells you how to get there, what would you say?

- a. Javanese EFL learners

In direction situation, 8 out of 15 Javanese EFL learners use similar strategy of gratitude expression in Javanese and English versions of DCT questionnaire. Based on the interview, the subject said:

“I automatically answer the English version same with my Javanese version because I used to use that strategy in my L1.”

As a result, the sentence patterns of the answers in both versions are also similar. This similarity happens because the EFL learners rely on the gratitude strategy of L1 to produce the gratitude strategy of L2. The other seven EFL learners express their gratitude using different sentence pattern. This means that L1 does not really influence the production of L2 on these people.

Examples DCT answers affected by L1:

1. *Matur nuwun Bapak/Ibuk.* (subject 4, Javanese version)
Thank you Sir. (subject 4, English version)
2. *Matur nuwun njih Bu, Pak.* (subject 8, Javanese version)
Thank you very much Sir. (subject 8, English version)
3. *Matur nuwun sanget nggeh Pak/Buk, monggo kulo rumiyen.* (subject 13, Javanese version)
Thank you for helping me Sir, I'll go first. (subject 13, English version)

Examples of DCT answer unaffected by L1:

1. *Matur nuwun Bapak/Ibuk kulo sampun di paringi perso restoran ingkang kulo tuju* (subject 6, Javanese version)
I do thank Sir for telling me the direction (subject 6, English version)
2. *Matur nuwun sanget nggeh Pak/Buk, ngapunten ngerepotaken, monggo* (subject 11, Javanese version)
Thank you for your help (subject 11, English version)

3. *Matur nuwun Pak, Bu, mpun diparingi alamatipun* (subject 12, Javanese version)

I say big thanks to you (subject 12, English version)

b. Madurese EFL learners

Nine out of Eleven Madurese EFL learners produce L2 gratitude strategy because of the influence of their L1. They respond to the question of direction situation in English DCT questionnaire using sentence pattern and gratitude strategy that are similar to the Javanese DCT answer. This case happens because of habit, in which those people often use particular gratitude strategy with its sentence pattern in L1 for daily life. In the end, this habit affects the production of gratitude strategy in L2. Meanwhile, the other three participants are unaffected by L1. They can produce gratitude strategy in L2 without relying on the gratitude strategy of L1.

Examples of DCT answers affected by L1:

1. *Keso'on.* (subject 1, Madurese version)

Thank you (subject 1, English version)

2. *Sekelangkong Mbah mpon eparengi oreng.* (participant 3, Madurese version)

Thank you for your help Grandma (subject 3, English version)

3. *Mator sekelangkong gih Pak.* (subject 5, Madurese version)

Thank you very much Sir (subject 5, English version)

Examples the DCT answers unaffected by L1:

1. *Kauleh mator keselangkong ampon eparengi jalan se bender.* (subject 2, Madurese version)

I might still got lost if you don't tell me the right way to the restaurant (subject 2, English version)

1. *O enggih Pak, sekelangkong nggih Pak, ngireng Pak.* (subject 7, Madurese version)

Thank you so much for your information (subject 7, English version)

- c. Using EFL learner

The subject consciously responds to the English version of DCT question using strategy and sentence pattern developed from L1. Below is the example of thanking strategy in direction situation:

1. *Matur nuwun nggih Buk* (subject 1, 1 Using version)

Ok sir, thank you (subject 1, 1 English version)

4.3.2 Pen Situation

DCT question: You are in class. You need to take notes, but you cannot find a pen. You ask a classmate, whom you do not know very well, sitting beside you to lend you one. After class, when you return the pen, what would you say to your classmate?

- a. Javanese EFL learners

In pen situation, the researcher finds 11 subjects that completely employ similar gratitude strategy and sentence patterns to answer the question in Javanese and English versions. This leads to the conclusion that the subjects are not accustomed to use L2. Therefore, they transfer the gratitude strategy in L1 to L2. On the other hand, there are three Javanese EFL learners that can answer the English version of the question without being influence by L1. These subjects thought that, in this kind of situation, simple thank is enough because the speaker and listener are friends.

Examples of the DCT answers affected by L1:

1. *Matur nuwun mari ngampili pulpene.* (subject 1, Javanese version)

Thanks for borrowing me your pen (subject 1, English version)

2. *Kesuwun yo.* (subject 2, Javanese version)

Thank you (subject 2, English version)

3. *Matur nuwun, tak balekne cathetanmu.* (subject 7, Javanese version)

Thank you anyway, I give it back to you (subject 7, English version)

Examples of DCT answers unaffected by L1:

1. *Suwun yo* (subject 9, Javanese version)

Bro, thanks a lot for borrowing me your pen (subject 9, English version)

2. *Kesuwun yo jeh wes disilihi pulpen, kapan kapan nyilih maneh, hehehe*
(subject 10, Javanese version)

Thanks brother about your pen (subject 10, English version)

3. *Suwun Bro kanggo pulpene* (subject 15, Javanese version)

Thanks Bro (subject 15, English version)

b. Madurese EFL learners

The result shows that sentence pattern of L2 in expressing gratitude in pen situation is still greatly influenced by L1. Only 5 out of 11 subjects use different sentence patterns in answering both versions of DCT. In addition, the subjects always express their gratitude using thanking strategy.

Examples of the DCT answers affected by L1:

1. *Kauleh mator keselangkong ampon e injemin setal, sebeuhna kauleh nyo'on saparoh tak a kenalan geluh* (subject 2, Madurese version)

Thanks for lending me the pen and sorry I don't introduce my name before
(subject 2, English version)

2. *Mator kaso'on* (subject 5, Madurese version)

Thank you (subject 5, English version)

3. *Keso'on* (subject 6, Madurese version)

Thank you (subject 6, English version)

Examples of DCT answers unaffected by L1:

1. *Keso'on bulpennah yeh kancah.* (subject 1, Madurese version)

Thank you (subject 1, English version)

2. *Mator sekelangkong bulpennah.* (subject 4, Madurese version)

Thanks a lot Bro (subject 4, English version)

3. *Keso'on yeh mpon nginjemin engkok bulpen.* (subject 9, Madurese version)

Thanks Buddy (subject 9, English version)

c. Using EFL learner

Using EFL learner uses alert and positive feeling strategies to show their gratitude in pen situation. The sentence patterns of the Using and English version of DCT question are basically similar.

1. *Iki pulpen iro, kesuwun yo* (subject 1, 2 Using version)

This is your pen, thank you (subject 1, 2 English version)

4.3.3 Computer Situation

DCT questionnaire: You are having trouble with your computer. It keeps crashing. You know someone at campus who knows a lot about computer and you ask the person to help you even though the two of you are not close friends. The person hesitates because he/she is very busy, but then agrees to help you, and ends up spending the whole afternoon fixing your computer. After the computer is fixed, what would you say?

a. Javanese EFL learners

Based on the result of the DCT questionnaires 8 Javanese EFL learners are not accustomed to use L2 in computer situation, from the interview the subjects said:

“We don’t have any strategy in the way of expressing gratitude, so thanking is enough to express it.”

Because they did not use certain strategy in the process of producing gratitude expression, As a result, they transfer the sentence pattern of L1 to L2 in expressing gratitude. On the other hand, the other Javanese learners are accustomed to this kind of situation. Hence, they are affected by L1 in expressing gratitude in L2.

Examples of DCT answers affected by L1.

1. *Matur nuwun sanget sampun pitulung kulo.* (subject 3, Javanese version)
Thank you for your help (subject 3, English version)
2. *Matur nuwun sanget wes nulungi, aku ora iso mbenakne dewe.* (subject 7, Javanese version)
Thank you so much for your help, I can’t fix this computer by myself (subject 7, English version)
3. *Matur nuwun.* (subject 5, Javanese version)
Thank you (subject 5, English version)

Examples of DCT answers unaffected by L1:

1. *Matur suwun sampun mbenakake komputer kulo* (subject 1, Javanese version)
Thanks for your helpful effort (subject 1, English version)
2. *Matur nuwun yo kowe maringi pitulung marang aku nganti ngorbanke waktumu* (subject 6, Javanese version)
Thanks a lot for making your time to fix my computer (subject 6, English version)
3. *Matur nuwun sanget, pengapunten menawi sampun ngerepotaken* (subject 9, Javanese version)
Sir, thank you so much for your help (subject 9, English version)

b. Madurese EFL learners

The result shows that 6 out of 15 subjects still answer the Madurese and English versions of the question using identical sentence pattern and gratitude strategy. Meanwhile, there are 5 out of 11 samples that show the ability of Madurese EFL learners to produce gratitude expression in L2 without being influenced by L1.

Examples of DCT answers affected by L1:

1. *Keso'on se banyak gih* (subject 3, Madurese version)
Thank you very much (subject 3, English version)
2. *Keso'on se banyak yeh, la mareh mbecek tang komputer* (subject 5, Madurese version)
Thank you so much for helping me to fix my computer (subject 5, English version)
3. *Keso'on ebanto engkok* (subject 9, Madurese version)
Thanks for your help (subject 9, English version)

Examples of DCT answers unaffected by L1:

1. *Keso'on se banyak kangguy mabecek komputer* (subject 1, Madurese version)
Thank you (subject 1, English version)
2. *Saporanah ampon a ganggu bektionah panjenengan, amatur keselangkong* (subject 2, Madurese version)
Sorry for bothering you to fix my computer and thanks for fixing it (subject 2, English version)
3. *Keso'on gih* (subject 10, Madurese version)
Thank you very much and I'm sorry for wasting your time (subject 10, English version)

c. Using EFL learners

There are two strategies used by the subject in this situation—the combination of thanking and apology (in Using version) and thanking strategy (English version). Below is the sample of DCT answer in Using and English versions.

1. *Kesuwun yo, kadhung isun ngerepoti iro* (subject 1, 3 Using version)

Thank you for your help (subject 1, 3 English version)

4.3.4 Study Situation

DCT question: Next week there will be a test in your hardest class. Your best friend always gets A while you struggle to pass. You ask your friend to help you study for the test and your friend agrees. After going over the material for 4 hours with your friend, you understand much more and feel confident for the upcoming test. Before you leave, what would you say to your friend?

a. Javanese EFL learners

In this situation, many Javanese EFL learners still depend on L1 to express gratitude in L2. 5 people can answer the Javanese and English versions of the question using different sentence pattern. The result shows that in study situation the subject mostly uses positive feeling and appreciation strategies. The strategies are employed for the Javanese EFL learners feel very indebted to the helper.

Examples of DCT answers affected by L1:

1. *Matur kesuwun* (subject 2, Javanese version)

Thank you (subject 2, English version)

2. *Matur nuwun banget yo, aku siap melok ujian* (subject 7, Javanese version)

Thanks a lot, I'm ready to face the test (subject 7, English version)

3. *Kesuwun yo* (subject 8, Javanese version)

Thank you (subject 8, English version)

Examples of DCT answers unaffected by L1:

1. *Wes yo, aku muleh dhisek, suwun wes ngajari aku, aku wes gak bingung maneh* (subject 11, Javanese version)

Thanks for your help, I have understood this subject (subject 11, English version)

2. *Suwun yo, puh lek gak mergo awakmu aku ora iso, sesok lek gak iso contohi yo* (subject 12, Javanese version)

Thank you so much, I can do this because of you, you are my live saver tomorrow (subject 12, English version)

3. *Suwun yo Bro, berkat awakmu aku dadi luwih paham* (subject 15, Javanese version)

Thanks for your help (subject 15, English version)

b. Madurese EFL learners

Similar to previous result, L1 still affects the production of gratitude strategy in L2. There are four subjects that can express their gratitude without being affected by L1.

Examples of DCT answers affected by L1:

1. *Keso'on* (subject 1, Madurese version)

Thank you (subject 1, English version)

2. *Keso'on se banyak yeh, engkok seteyah la ngerteh karna bantonah* (subject 3, Madurese version)

Thank you so much for your help, I have understand the material much more (subject 3, English version)

3. *Keso'on* (subject 6, Madurese version)

Thanks (subject 6, English version)

Example of DCT answers unaffected by L1:

1. *Keso'on la barengi engkok a sinau* (subject 2, Madurese version)

Thanks to you for accompanying me study and help me to introduce more about the lesson (subject 2, English version)

2. *Keso'on kanak, majuh ngakan ning berung, a traktirah* (subject 4, Madurese version)

Thanks Choy! (subject 4, English version)

3. *Keso'on a ngajarin engkok, dunge agih male lancar ujiannah engkok* (subject 9, Madurese version)

Thanks for your help (subject 9, English version)

c. Using EFL learners

Positive feeling strategy is mainly used by the subject to respond to Using and English versions of DCT question. This strategy is used to express her gratitude for helping her study for 4 hours. This is the example of positive feeling strategy:

1. *Kesuwun yo, gara-gara iro, isun dadi lebih ngerti lan yakin kanggo ngadepi ujian* (subject 1, 4 Using version)

Thank you, because of you I understand much more and feel confident for the upcoming test (subject 1, 4 English version)

4.3.5 Book Situation

DCT question: You are writing a final paper for one of your courses. There is a book you need to read to complete the paper. You go to the library, but the book has been checked out. Fortunately, a friend of yours, whom you know very well, has a copy of the book and offers to lend it to you for a few days. When you return the book, what would you say to your friend?

a. Javanese EFL learners

Most subjects are not accustomed to their L2. Therefore, they resort to use the sentence pattern of L1 to express gratitude in L2. The rest of EFL learners are able to adapt and use L2 to express gratitude without involving L1.

Examples of DCT answers affected by L1:

1. *Matur nuwun* (subject 5, Javanese version)
Thank you (subject 5, English version)
2. *Matur nuwun banget, aku iso marekne tugasku mergo mbok tulungi* (subject 7, Javanese version)
Thank you so much, I can finish my paper because of your help (subject 7, English version)
3. *Matur nuwun yo, kowe pancen koncoku* (subject 12, Javanese version)
Thank you, you are my friend (subject 12, English version)

Examples of DCT answers unaffected by L1:

1. *Buku iki oleh tak gowo tenan a? Suwun tenan lho wes disilihi* (subject 9, Javanese version)
Thank you very much for lending your book Bro! (subject 9, English version)
2. *Matur suwun wes disilihi salinane bukumu, amarga bukumu aku biso nyempurnakake tugasku* (subject 14, Javanese version)
Thank you for lending me this copy of book, it helps me a lot (subject 14, English version)
3. *Lah, iki temenan mbok silihno aku, awakmu yakin? Gak popo ta? Suwun banget yo, suwun suwun* (subject 11, Javanese version)
Oh really? You will borrow it for me? Oh thank you, you are the best! (subject 11, English version)

b. Madurese EFL learners

The result in this section is not too different from other results, in which most subjects express their gratitude in L2 by transferring the sentence pattern of L1 to L2. However, there are also a few samples that are unaffected by L1.

Example of DCT answers affected by L1:

1. *Keso'on* (subject 1, Madurese version)

Thank you (subject 1, English version)

2. *Keso'on la nginjemin engkok buku kangguy pan berempan aseh* (subject 2, Madurese version)

Thanks friend for lending me your book, thank you so much (subject 2, English version)

3. *Keso'on la ginjemin engkok buku* (subject 9, Madurese version)

Thanks for your book (subject 9, English version)

Examples of DCT answers unaffected by L1:

1. *Keso'on yeh tretan, ontong bedhe beknah* (subject 3, Madurese version)

Thanks friend, I own you (subject 3, English version)

2. *Keso'on banyak Bro* (subject 4, Madurese version)

I don't know to thank, but thank you very much (subject 4, English version)

3. *Keso'on gih, ayenjeman kagek bukunah* (subject 10, Madurese version)

Thanks, you are very kind (subject 10, English version)

c. Using EFL learners

There are two types of strategy used in book situation of DCT questionnaire—positive feeling (in Using version) and thanking (English version). In this situation, the subject can produce different ways to express gratitude.

1. *Kesuwun yo, gara-gara onok iro isun dadi hing bingung nggolek buku iki*
(subject 1, 5 Using version)

Thank you for your book copy (subject 1, 5 English version)

4.3.6 Note Situation

DCT question: You were sick and missed a class last week. You feel better and go to class today. You ask your friend, who is in the same class, to lend you the notes from last week to make copies. Your friend agrees to lend you the notes. When you return the class notes, what would you say?

- a. Javanese EFL learners

Ten out of fifteen Javanese EFL learners answer Javanese and English versions of DCT question with similar sentence pattern. The rest of the subjects can adapt well to L2 without relying on the sentence pattern of L1.

Examples of DCT answers affected by L1:

1. *Matur nuwun marang nyilihake cathetane* (subject 1, Javanese version)

Thank you for lending me your note (subject 1, English version)

2. *Kesuwun catetane* (subject 2, Javanese version)

Thank you for the note (subject 2, English version)

3. *Matur nuwun* (subject 5, Javanese version)

Thank you (subject 5, English version)

Examples of DCT answers unaffected by L1:

1. *Kesuwun banget, catetan iki penting banget gawe aku, suwun sing akeh yo*
(subject 9, Javanese version)

Thanks a lot Dude (subject 9, English version)

2. *Matur nuwun kanggo catetane yo* (subject 15, Javanese version)

Thank you very much, it's great help (subject 15, English version)

3. *Kesuwun yo wes disilihi* (subject 10, Javanese version)

Thanks brother (subject 10, English version)

b. Madurese EFL learners

Seven out of eleven Madurese EFL learners transfer the sentence pattern of L1 to L2. The way they answer Javanese DCT question is similar to the way they respond to the English DCT question in the same situation. The other subjects can produce L2 without involving L1.

Examples of DCT answers affected by L1:

1. *Keso'on gih la aperengi cathetannah* (subject 3, Madurese version)

Thank you for lending me your note (subject 3, English version)

2. *Keso'on* (subject 6, Madurese version)

Thanks (subject 6, English version)

3. *Keso'on se benyak* (subject 10, Madurese version)

Thank you very much (subject 10, English version)

Examples of DCT answers unaffected by L1:

1. *Mator keso'on la nginjemagih catetan* (subject 2, Madurese version)

Thank you for lending me your note as i can copy the note (subject 2, English version)

2. *Keso'on engkok la nginjemah geluh, degik mon la mareh langsung epabelie* (subject 9, Madurese version)

Thank you (subject 9, English version)

3. *Keso'on yeh* (subject 5, Madurese version)

Thank you for lending me your note (subject 5, english version)

c. Using EFL learners

In note situation, the subject uses other strategy in both versions of DCT question. The subject simply expresses her gratitude in L2 based on L1 gratitude expression. Hence, the answer is rather similar.

1. *Iki catetan iro, kesuwun yo* (subject 1, 6 Using version)

This is your note, thank you for lending me your note (subject 1, 6 English version)

4.3.7 Coffee Situation

DCT questionnaire; You and your friend, whom you know very well, go out for a coffee. When you go to pay for your coffee, you cannot find your wallet. Then you realize that you left it at home. Your friend offers to pay for your coffee. After your friend pays for your coffee, what would you say?

- a. Javanese EFL learners

Five out of fifteen subjects answer the questions with similar strategy and sentence patterns. However, most of them have produced different answers. This is caused by the situation. It can be concluded that, beside the gender and status of the helper, situation can influence the way the EFL learners express their gratitude. In coffee situation, the subjects feel very indebted to the helper.

Examples of DCT answers affected by L1:

1. *Kesuwun ya* (subject 4, Javanese version)

Thanks ya (subject 4, English version)

2. *Matur nuwun* (subject 5, Javanese version)

Thank you (subject 5, English version)

3. *Matur nuwun yo ampilane duwite* (subject 6, Javanese version)

Thanks you for lending me money (subject 6, English version)

Examples of DCT answers unaffected by L1:

1. *Matur nuwun wes mbayari kopiku, sesok tak ganti* (subject 1, Javanese version)

Thanks for paying my coffee (subject 1, English version)

2. *Sepurane tenan lek wes repot gara-gara aku, aku lali ora nggowo dompet, mbesok tak balekno* (subject 9, Javanese version)

Bro, sorry for my mistake, I'll repay as soon as possible (subject 9, English version)

3. *Suwun yo wes dibayari disek, duh untung onok awakmu, kesok wes tak ijoli* (subject 13, Javanese version)

Thanks for paying my coffee, I'm return your money tomorrow (subject 13, English version)

b. Madurese EFL learners

Like Javanese EFL learners, in this situation many Madurese EFL learners use different gratitude strategy and sentence pattern.

Examples of DCT answers affected by L1:

1. *Keso'on* (subject 1, Madurese version)

Thank you (subject 1, English version)

2. *So'on yeh, lagguk epabelie pessenah* (subject 3, Madurese version)

Thanks, I'll pay you back tomorrow (subject 3, English version)

3. *Mator keso'on* (subject 11, Madurese version)

Thank you (subject 11, English version)

Examples of DCT answers unaffected by L1:

1. *Keso'on la majeragih kopinah engkok* (subject 2, Madurese version)

Thank you because you paid mine, I'll pay your money later (subject 2, English version)

2. *Keso'on kek* (subject 4, Madurese version)

Thanks Bro. What a relieve you helped me (subject 4, English version)

3. *Keso'on* (subject 9, Madurese version)

Thank you, let me pay for yours next time (subject 9, English version)

c. Using EFL learners

The subject uses different strategy to express gratitude in coffee situation. She uses the combination of thanking and apology strategy for Using version and thanking strategy for English version. The different way of expressing gratitude is caused by the situation.

1. *Kesuwun yo, isun dadi hing enak iki ngerepoti iro* (subject 1, 7 Using version)

Thank you (subject 1, 7 English version)

4.3.8 Paper Extension Situation

DCT question: You are writing an assignment for one of your courses. You are working hard on the assignment, but you have to stop because you also have to study for your final exam in your other courses. The assignment is due to tomorrow, and you need a few more days to finish it. You decide to ask your lecturer, whom you do not know very well, for an extension. Your lecturer hesitates because it will not be fair to other students in class, but then she/he agrees to give you an extension. A few days later, when you turn in the assignment, what would you say to your lecturer?

a. Javanese EFL learners

Because the helper is a lecturer whose social status is higher than the subject, most answers are affected by L1. In Javanese culture, one needs to respect the elder or one with higher social status. This culture is reflected in their language. Ten out of fifteen Javanese EFL learners show the tendency of transferring the gratitude expression of L1 to L2. Hence, they use similar sentence patterns in both versions of DCT. The rest of the subjects present other variation of gratitude strategy.

Examples of DCT answers affected by L1:

1. *Matur suwun ingkang sanget Pak damel wektu njenengan paringi, kulo saget ngerampungne tugase* (subject 7, Javanese version)

Thank you Sir for the extension you gave for me, I can finish it (subject 7, English version)

2. *Matur nuwun sanget Bapak/Ibuk amarga kulo sampun diparingi tambahan waktu kagemn gerampungake paper kulo* (subject 6, Javanese version)

Thank you very much Sir/Ma'am, for giving me extra time to this book collection (subject 6, English version)

3. *Matur nuwun ingkang katha Pak/Buk, pengapunten dumateng kelepatan kulo* (subject 9, Javanese version)

Sir, thank you very much for your opportunity, forgive me for my fault (subject 9, English version)

Examples of DCT answers unaffected by L1:

1. *Matur suwun sanget nggeh Bu, matur nuwun kulo badhe ngerampungake sak cepete* (subject 11, Javanese version)

Sir, this is my assignment, thank you Sir (subject 11, English version)

2. *Matur sembah nuwun inggih Pak, mangke kulo usahaken ngerampungaken tugasipun* (subject 12, Javanese version)

Thank you. Ok Sir I'll try my best (subject 12, English version)

3. *Matur suwun sanget nggeh Buk/Pak* (subject 15, Javanese version)

Thank for your kindness (subject 15, English version)

b. Madurese EFL learners

Like Javanese EFL learners, 7 out of 11 subjects use similar gratitude strategy to respond to DCT question. L1 greatly affects the production of L2 because of the cultural habit of Madurese. In Madurese culture, the subjects are taught to respect one with higher social status like a lecturer. In both versions of DCT questionnaire, the subjects use similar sentence patterns. Meanwhile, the other subjects can produce gratitude strategy in L2 without involving their habit.

Examples of DCT answers affected by L1:

1. *Mator keselangkong se banyak gih, abdina pon eparengi bektoh se lebih*

lanjengan (subject 3, Madurese version)

Thank you very much Sir/Ma'am for giving me an extension time (subject 3, English version)

2. *Mator sekelangkong pun epareng tambean bektoh kangguy alesteragih tugas ka'dinto* (subject 5, Madurese version)

Thank you very much Sir, for giving me a few more days to finish this assignment (subject 5, English version)

3. *Mator sakalangkong Pak/Bu* (subject 9, Madurese version)

Thank you sir, Ma'am (subject 9, English version)

Examples of DCT answers unaffected by L1:

1. *Seporinah kauleh aminta pelanjengan bektoh mapolong tugas* (subject 2, Javanese version)

I'm sorry for asking an extra time to finish my assignment, I'm really thankful to you for giving me the extra time (subject 2, English version)

2. *Pak, mator sekelangkong pun ebanto guleh* (subject 4, Madurese version)

Thanks for the extension, I hope I can do the same to you someday (subject 4, English version)

3. *Mator sakalangkong Pak/Bu* (subject 8, Madurese version)

Thank you so much Sir for giving me extra more time (subject 8, English version)

c. Using EFL learners

Thanking strategy is a strategy used by the subject to express her gratitude in Using and English DCT questionnaire in extension situation. The sentence patterns in both versions are a bit different.

1. *Matur suwun nggih Pak* (subject 1, 8 Using version)

thank you Sir for an extension (subject 1, 8 English version)

4.3.9 Recommendation Letter Situation

DCT question: You want to apply for a scholarship. It requires recommendation letters from three lecturers. You have already asked two lecturers whom you know very well to write letters. Although you do not know the last lecturer very well, you decide to ask the lecturer to write a letter for you because you took a course with him/her last semester. The lecturer agrees to write the recommendation letter for you. A few days later, when you meet with the lecturer, she/he tells you that she/he has sent out the recommendation letter, what would you say?

a. Javanese EFL learners

Similar to the paper situation, this helper in this situation has higher social status. The effect of L1 to L2 is strong. Eleven out of fifteen subjects rely on their L1 to express their gratitude. This happens because the subjects try to fit in the L2 to their culture.

Examples of DCT answers affected by L1:

1. *Matur nuwun kagem layang rekomendasinipun* (subject 6, Javanese version)

Thank you very much Sir for the recommendation letter (subject 6, English version)

2. *Matur nuwun Bapak sampun mbantu kulo ngelengkapi persyaratan damel ngajukan beasiswa* (subject 7, Javanese version)

Thank you Sir for your help, to complete my requirements in applying the scholarship (subject 7, English version)

3. *Matur suwun Bapak, Ibu dosen amarga wes ngestaake surat rekomendasi lan kirim surate, aku pikir aku bakal keilangan beasiswaku* (subject 14, Javanese version)

Thanks Sir/Ma'am for writing the recommendation and sending it out, I think I've lost my scholarship if you don't do that (subject 14, English version)

version)

Examples of DCT answers unaffected by L1:

1. *Matur suwun sanget Ibu/Bapak* (subject 8, Javanese version)

Thank you very much for your help Sir (subject 8, English version)

2. *Matur suwun sing katha sampun ngirimaken surat rekomendasi Pak* (subject 1, Javanese version)

Thanks for your decision for sending me a letter (subject 1, English version)

3. *Matur nuwun nggeh Bu/Pak* (subject 15, Javanese version)

O Sir, I owe you a great debt of gratitude (subject 15, English version)

b. Madurese EFL learners

The result shows that 6 out of 11 Madurese EFL learners are affected by L1 in producing gratitude expression in the target language. It means that the habit of using particular strategy in a situation affects the way the subjects show their gratitude in the target language. There are also Madurese EFL learners that do not relay on L1. Therefore, the way they express their gratitude is different in both versions of DCT.

Example of DCT answers affected by L1:

1. *Mator sakalangkong Pak/Bu* (subject 5, Madurese version)

Thank you very much Sir (subject 5, English version)

2. *Mator sakalangkong Pak/Bu mareh ebireke sorat rekomendasi* (subject 8, Madurese version)

Thank you very much for giving me recommendation letter (subject 8, English version)

3. *Mator keselangkong Pak* (subject 6, Madurese version)

Thank you Sir (subject 6, English version)

Examples of DCT answers unaffected by L1:

1. *Mator sekelangkong e berik rekomendasi surat* (subject 2, Madurese version)

I'm really gratefull to you Sir, for writing me recommendation letter for me (subject 2, Englihs version)

2. *Mator sekalangkong Pak/Buk pon ebirek surat persetujuan genikah* (subject 4, Madurese version)

I don't know how to thank but thank you very much Sir (subject 4, English version)

3. *Mator sakalangkong Pak/Bu* (subject 9, Madurese version)

Thank you for your help Sir/Ma'am (subject 9, English version)

c. Using EFL learners

In this situation, the subject applies different strategy in expressing gratitude—thanking strategy (English version) and the combination of thanking and apology (Using version). This refers to the attempt of the subject to produce gratitude expression in target language without relying on L1.

1. *Matur suwun Pak, sepurane kulo ngerepoti* (subject 1, 9 Using version)

Thank you Sir for your recommendation letter for me (subject 1, 9 English version)

4.3.10 Book Extension Situation

DCT question: You are writing a term paper for one of your courses. For this paper, you borrow a book from a lecturer whom you know very well. You are supposed to return the book to your lecturer tomorrow. However, you need to keep it for another 2-3 days to complete your paper. So you ask the lecturer if you can keep the book for a few more days, and she/he agrees. When you return the book to the lecturer, what would you say?

a. Javanese EFL learners

The last situation is book extension situation. Eight out of fifteen subjects are affected by L1 in producing the target language. The rest of the subjects can express their gratitude using different sentence patterns.

Examples of DCT answers affected by L1:

1. *Matur sembah nuwun* (subject 3, Javanese version)

Thank you (subject 3, English version)

2. *Matur suwun sanget Pak, sampun maringi kulo waktu damel ngerampungne moco buku niki* (subject 7, Javanese version)

Thank you so much Sir you give me more days to finish this book (subject 7, English version)

3. *Matur suwun sanget nggeh Pak/Buk sepuntene mboten saget mbalekaken buku cepet* (subject 13, Javanese version)

Thank you very much Sir, I'm so sorry since I couldn't the book on time (subject 13, English version)

Examples unaffected by L1:

1. *Pak/Bu ngapunten sanget meniko kulo taseh saged wangsulake buku meniko* (subject 9, Javanese version)

Thank you so much sir, because you have been gave me more time (subject 9, English version)

2. *Niki buku engkang kulo sambut, matur nuwun nggeh Pak/Bu* (subject 11, Javanese version)

I will return you back, thank you Sir to lend me (subject 11, English version)

3. *Matur suwun Pak/Bu sampun diparingi wektu kanggi ngampili bukunipun* (subject 15, Javanese version)

I would like to thank you all most sincerely (subject 15, English version)

b. Madurese EFL learners

The result presents 6 subjects are still affected by L1 in producing the gratitude strategy in L2. This strengthens the assumption that habit greatly influences the production of L2. Because the subjects are more accustomed to L1, the production of L2 cannot be separated by L1.

Examples of DCT answers affected by L1:

1. *Mator keselangkong nggih Pak/buk, abdina ampon eparengi bukunah, ben abdinah minta saporah karna nginjem buku ajunan cek abideh* (subject 3, Madurese version)

Thank you for borrowing me your book and sorry for returning this book late (subject 3, English version)

2. *Mator sekelangkong Pak* (subject 6, Madurese version)

Thank you Sir (subject 6, English version)

3. *Mator sakalangkong* (subject 11, Madurese version)

Thank you so much (subject 11, English version)

Examples of DCT answers unaffected by L1:

1. *Seporinah guleh aminta perpanjangan bektoh nginjem bukunah* (subject 2, Madurese version)

I'm sorry Sir/Ma'am to lend me the book but may I ask an extra time to borrow the book because I still need it two days later (subject 2, English version)

2. *Mator sekalangkong Pak/Buk ampon nginjemin buku* (subject 4, Madurese version)

Many thanks Sir, I'll do the best (subject 4, English version)

3. *Mator sakalangkong Buk, kaola ampon eyedini nyambut bukunah panjenengan* (subject 5, Madurese version)

Thank you very much Ma'am (subject 5, English version)

c. Using EFL learners

In this situation, the subject uses thanking strategy to respond to Using and English versions of the question. The sentence pattern is similar, except for the change of the gender of the helper.

1. *Matur suwun nggih Buk* (subject 1, 10 Using version)

Thank you so so much Sir (subject 1, 10 English version)



CHAPTER 5. CONCLUSION

In this section, the researcher describes the conclusion of the investigation done on Interlanguage strategy of gratitude expression in Javanese, Madurese, and Using EFL learners in English Department of Faculty of Letters Jember University. To support the study, theory of interlanguage pragmatics is used to investigate the variation of gratitude expression in the participants. In addition, the taxonomy in Cheng's research (2005) is applied in order to know the most used strategy from thanking, appreciation, positive feeling, apology, recognition of imposition, repayment, other, alerter strategies. The strategies used by EFL learners to answer DCT questionnaire are examined closely by connecting it to the socio-cultural aspect of the learners in order to explain the effect of L1 to the use of gratitude expression in the target language.

The result of the study shows that the most used strategy in Javanese, Madurese, and Using EFL learners is thanking. Thanking strategy appears almost in every given situation both in their L1 and target language versions. There are 11 given situations—direction, pen, computer, study, book, note, coffee, paper extension, recommendation letter, and book extension—that are divided based on the social status and familiarity. The amount of the use of thanking strategy dominates every social status situation, whether it is equal or higher social status situation.

This investigation also found some interesting phenomena. First, appreciation strategy is never used by the participants to answer the DCT questionnaire. The participants do not employ this strategy because they barely use it in their daily life. Second, the researcher discovers new strategy from this research, which is generated from the combination of the eight strategies mentioned by Cheng. The combination of apology and thanking strategies becomes the second most used strategy for Javanese EFL learners, followed by positive feeling and repayment strategies. For Madurese EFL learners, the combination of apology and thanking strategies occupies the third position after attention getter strategy. This combination strategy also appears in Using EFL

learner. As a matter of fact, this type of strategy shows up in certain situations where the subject feels indebted after receiving help like in recommendation letter, computer, or paper extension situations.

As shown from the response of the participants toward DCT questionnaire, it is found that L1 still affects the way of producing target language. It shows that the use of gratitude expression in target language is the same as the gratitude expression that they use in L1, they seem translating the language from L1 into L2. The Javanese, Madurese and also Using are somewhat over generalized the use of gratitude expression in target language. They use the same strategy as their strategy in L1 in the way of expressing L2. From this fact they still depend on the norms of their L1 in the way expressing their gratitude. Based on that result, negative transfer happens here, because it involves an unwanted generalization from L1 pragmatics knowledge to a communicative situation in L2.

The use of gratitude strategies in the participants is influenced by four matters: (a) the situation, (b) their culture, in which the subjects tend to express gratitude in the target language by adopting the culture of L1, (c) the degree of help, and (d) the social status, where the subjects answer DCT questionnaire by considering the position and the age of the helper.

The production of gratitude expression in Using EFL learners cannot be clearly comprehended because of the lack of participants. For further research, the researcher recommends to add greater population and utilize more instruments in order to get more authentic data and reliable findings. Finally, this research is expected to be useful for the further research mainly in the scope of Interlanguage pragmatic study in analyzing gratitude expression in EFL learners. The researcher hopes that this research contributes to the similar study in order to get better concept in Interlanguage pragmatics.

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Appendices**Appendix A. Form of participants identity**

1. Jenis kelamin: Perempuan
 Laki-laki
2. Umur:
3. Tempat lahir:
4. Department/Program:
5. Termasuk dalam etnik manakah kamu berada? (pilih salah satu etnik tempatmu berasal)
- Jawa Madura Using
6. Apa bahasa ibu kamu (native language)?
7. Bahasa apa yang kamu gunakan di rumah?
8. Dari daerah manakah kamu berasal?
9. Apakah sebelumnya kamu pernah tinggal di Negara selain Indonesia selama lebih dari satu tahun?
- Yes No

Appendix B. Pilot Discourse Completion Task Based on The Situation**Table b1. Description of DCT situation in English Version**

No	Question	Situation
1.	You have arranged to meet a friend at a restaurant in a town where you have never been before. You arrive at the town a little late and since you have never been there before, you can't find the restaurant. Confuse to find it, you ask an elderly person passing by for directions. After the person tells you how to get there, what would you say?	Direction
2.	You are in class. You need to take notes, but you can't find a pen. You ask a classmate, whom you don't know very well, sitting beside you to lend you one. After class, when you return the pen, what would you say to your classmate?	Pen
3.	You are having trouble with your computer, it keeps crashing. You know someone at campus who knows a lot about computers and you ask the person to help you even though the two of you are not close friends. The person hesitates because he/she is very busy, but then agrees to help you, and ends up spending the whole afternoon fixing your computer. After the computer is fixed, what would you say?	Computer
4.	Next week, there will be a test in your hardest class. Your best friend who is getting all A's, while you are struggling to pass. You ask your friend to help you study for the test and your friend agrees. After going over the material for 4 hours with your friend, you understand much more and feel confident for the upcoming test. Before you leave, what would you say to your friend?	Study
5.	You are writing a final paper for one of your courses. There is a book you need to read to complete the paper. You go to the library, but the book has been checked out. Fortunately, a friend of yours, whom you know very well, has a copy of the book and offers to lend it to you for few days. When you return the book, what would you say to your	Book/note

	friend?	
6.	You were sick and missed a class last week. You feel better and go to class today. You ask your friend, who is in the same class, to lend you the notes from last week to make copies. Your friend agrees to lend you the notes. When you return the class notes, what would you say?	Notes/book
7.	You and your friend, whom you know very well, go out for a coffee. When you go to pay for your coffee, you can't find your wallet. Then you realize that you left it at home. Your friend offers to pay for your coffee. After your friend pays for your coffee, what would you say?	Coffee
8.	You are writing an assignment for one of your courses. You are working hard on the assignment, but you have to stop because you also have to study for your final exam in your other courses. The assignment is due to tomorrow, and you need a few more days to finish it. You decide to ask your lecture, whom you don't know very well, for an extension. Your lecture hesitates because it won't be fair to other students in class, but then she/he agrees to give you an extension. A few days later, when you turn in the assignment, what would you say to your lecture?	Paper extension
9.	You want to apply for a scholarship. It requires recommendation letters from three lectures. You have already asked two lectures whom you know very well to write letters. Although you don't know the last lecture very well, you decide to ask the lecture to write a letter for you because you took a course with him/her last semester. The lecture agrees to write the recommendation letter for you. A few days later, when you meet with the lecture, she/he tells you that she/he has sent out the recommendation letter, what would you say?	Recommendation letter
10.	You are writing a term paper for one of your courses. For this paper, you borrow book from your lecture, whom you know very well. You are supposed to return the book to your lecture tomorrow. However, you need to keep it for another 2-3 days to complete your paper. So you ask the lecture if you can keep the book for a few more days, and she/he	Paper extension

	agrees. When you return the book to the lecture, what would you say?	
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Table B2. Description of pilot DCT in Javanese Version

No	Question	Situation
1.	Kowe agawe janji katemon kancamu ing sawijining restoran ing kutho liyo. Kowe teka ing kutha iku rada telat. Amarga ora pernah menyang kutha iku, kowe angel nggolek restoran iku. Amarga rumangsa bingung nggoleki, kowe takon panggonan restoran iku merang bapak, ibu kang luwih sepuh kang mlampah ing sak ngarepmu. Sarampunge bapak, ibu paring alamat, apa kangkok aturake?	Direction
2.	Kowe ana ing kelas, kowe kudu nyathet nanging kowe ora biso nemokake polpenmu. Kowe nyuwun pitulungan marang kanca sekelasmu sing lungguh aning sandingmu nyilihake polpene. Sawise kelas rampung, rikala kowe mbalekake polpen, kepriye anggonmu ngomong?	Pen
3.	Komputermu rusak, kowe ngerti ana sawijining uwong sing ngerti babagan computer kowe nyuwun pitulungan marang sakwijine kancamu sing kurang reket. Deweke ragu biso ndandani computer iku apa ora amarga deweke repot, ananging deweke setuju nulung kowe lan kerjo nganti sore kanggo dandani komputermu. Sarampunge komputermu didandani, kepriye anggonmu ngomong?	Computer
4.	Minggu ngarep, ana ujian sawijining mata kuliah kang kokanggep angel. Kowe ragu bisa lulus ujian iku apa ora. Kowe duweni kanca apik kang nilaine mesti A ing sakabehe matakuliah, kowe nyuwun tulung deweke bias mbiayantu sinau lan kancamu setuju. Sarampunge 4 jam sinau karo kancamu, kowe dadi luweh paham materi iku lan rumongso bias ngerjakne	Study

	ujian. Sak urunge kowe nyuwun pamit, kepriye anggonmu ngomong marang kancamu?	
5.	Kowe nggawe tugas akhir kanggo salah sawijining mata kuliahmu. Ana siji buku kang kok butuhake kanggo nyampurnakake tugasmu. Banjur kowe menyang perpustakaan. Ananging buku iku wes ana sing nyilih. Untunge ana sawijining kancamu kang kok kenal duweni salinan buku iku lan gelem kanggo nyilihake buku iku, kepriye anggonmu ngomong marang kancamu?	Note/book
6.	Kowe lagi lara lan ora biso melu salah sawijining mata kuliah minggu wingi. Kowe wes mari anggone lara dadi kowe kudu mlebu kuliah dina iki. Kowe nyuwun tulung marang salah sawijining kancamu kanggo nyilihake cathetane supaya bisa di salin. Kancamu satuju nyilihake cathetane. Rikala kowe mbalekake cathetan iku, kepriye anggonmu ngomong marang kancamu?	Note/book
7.	Kowe lan kanca cedhakmu dolan barengn gombe kopi. Rikala kowe arep bayar kopi pesenanmu, kowe ora bias nemokake dompetmu. Sarampungne iku kowe sadar yen kowe lali ora nggowo dompet, amarga keru ing omah. Kancamu nawani kanggo bayari kopi pesenanmu. Sarampungne kancamu mbayari kopimu, kepriye anggonmu ngomong marang kancamu?	Coffee
8.	Kowe nulis paper kanggo salah sawijining mata kuliahmu. Kowe wis usaha pirang-pirang dina kanggo nggarap paper iku, ananging kowe kudu mandhek amarga kowe kudu sinau ujian akhir kanggo mata kuliah sing liyane. Sakjane paper iku kudu diklumpukake sesuk nanging kowe butuh pirang-pirang dino maneh kanggo ngrampungake amarga ana isih akeh sing kurang. Kowe nyuwun tambahan wektu marang dosenmu kang ora pati kok kenal supaya bisa ngerampungake paper iku. Dosenmu ora setuju, amarga iki ora adil kanggo mahasiswa liyane. Ananging dosenmu setuju paring tambahan wektu supaya papermu bisa rampung. Kepriye anggonmu matur marang	Paper extension

	dosenmu?	
9.	Kowe kepengin daftar beasiswa. Salah sawijining persyaratane yaiku kudu ana surat rekomendasi saka 3 dosen. Kowe wis nyuwun pitulungan marang 2 dosen kang kok kenal kanggo ngastaake surat rekomendasi. Kowe mutusake nyuwun salah sawijining dosen kanggo ngastaake surat rekomendasi, senadyan kowe ora akrab karo dosen iku, amarga kowe biyen njupuk kelase semester wingi, bapak/ibu dosenmu setuju kanggo ngastaake surat rekomendasi kanggo kowe. Pirang dino sawise iku, rikala kowe ketemu, dosenmu dawuh menawa surat rekomendasine wis di kirim. Apa kang kok aturake marang dosenmu?	Recommendation letter
10.	Kowe nggarap tugas kanggo salah sawijining mata kuliahmu. Kanggo tugas iku kowe nyilih buku marang dosenmu sing kok kenal. Kowe kudu nembalikake buku iku sesuk. Tapi kowe kudu maca 2-3 dino maneh supaya kowe bias ngrampungake tugasmu. Dadine kowe nyuwun marang dosenmu supaya ngampilake buku iku pirang dino maneh lan dosenmu setuju. Rikala kowe mbalikake buku iku, apa kang kok aturake marang dosenmu?	Book/note

Table B3. Description of pilot DCT situation in Madurese version

No	Question	Situation
1.	Beknah mareh ngrencanaagi katemoan ben kancanah e restoran e kott,ah beknah belon toman kadisak. Beknah depak e kottah bek telat ben molaen ben tak toman kadisak sebelonah, beknah tak bias nemoaggi	Direction

	restoran. Beknah atanyah reng seppoh se lebet kangguy atanyah ra arah. Sak marenah oreng seppoh aberik oneng ra arah kadisak, apa se kocak beknah	
2.	Beknah bedeh e delem kelas. Beknah perloh ngalak catetan, tapeh beknah tak nemoaggi bullpen. Beknah atanyah kancah sekelas se tak pateh kenal se tojuk e sesenah beknah kangguy maenjem bullpen. Sakmarennah kelas, ebektoh mabelih bullpen, apa se akocak beknah?	Pen
3.	Komputerah beknah rosak. Beknah taoh oreng e kampus tapeh tak kenal se penter computer ben amintah kangguy mabecek computer beknah. Orengah mangmang ekarnaagi repot, tapeh aherrah setuju kangguy abentoh beknah, ben metadek sore kangguy mabecek computer. Sakmarennah computer esak, apah se akocak beknah?	Computer
4.	Minggu pole, bedeh ujien e kelas se paling sossah, kanca akrab beknah maoleh nilai A kabbih, samentara beknah repot kangguy lulus, beknah atanyah kancah kangguy ngabentoh ajer ojien ben kancah beknah setuju. Samarennah ajer materi saabitteh 4 jem ben kancah beknah, beknah ngarteh ben pertajeh bisa lulus ojien. Sabelonnah jelennah, apah se akocak beknah?	Study
5.	Ben Noles tugas kangguy salah settong mata kulieh. Bedeh buku se beknah bottoh abecah kangguy memareh tugas. Beknah ajelen ka perpustakaan, tapeh buku se beknah sareh tadek ,mareh e enjem. Ontonggah, kancah akrab beknah, endik salenan buku ben metaber kangguy mainjem kangguy pan brempan areh, abektoh beknah mabelih buku, apa se akocak beknah?	Note/book
6.	Beknah sakek ben tak kening masok kelas. Beknah la sehat ben masok kelas satiyah. Beknah atanyah kancah semak, se bedeh e kelas se padeh kangguy ngijemagi catetan minggu kapongkor. Kancah beknah setuju kangguy nginjemagi catetan. Abektoh beknah nginjemagi catetan, apah se akocak beknah?	Note/book
7.	Beknah ben kancah akrab ajelen amelliah kopi. Abektoh majereah	Coffee

	kopi, beknah tak bisa nemoagi dompettah bekneh. Sakmarenah beknah taoh dompetta ececer e romah. Kancah beknah metaber kangguy majer kopnah beknah. Samarennah majer kopi, apah se akocak beknah?	
8.	Beknah ngerjaagi tugas akhir mata kuliah. Beknah alakoh cakang kangguy ngerjaagi tugas, tapeh kodduh ambu ekarnah bedeh ojien akhir e laen mata kuliah. tugas akhir sanikah kangguy apapolong lagunah. Tapih beknah perloh bektoh memareh tugas. Akhirnah ben atanyah dosen se tak akrab kangguy perlanjengan bektoh. Dosen beknah mangmang polannah tak adil kangguy mored laennah e kelas. Tapeh dosen setuju aberrik perlanjengan bektoh. Samarennah pan brempan areh, abektoh beknah mapolong tugas, apah se kocak beknah?	Paper extension
9.	Beknah terro adaftar beasiswa. Tapi butoh surat rekomendasi dari dosen. Beknah mareh mintah 2 dosen se akrab kangguy noles surat. Beknah tak akrab ben dosen se ka 3, tapeh beknah mintah dosen ka 3 kangguy noles surat ekarnah beknah marih sakelas ben dosen ka 3 smester sabelonah. Dosen setuju kangguy noles surat. Pan brempan areh sakmarenah, abektoh beknah tatemoh dosen, Dosen aberik taoh surat mon la mareh, apah se ekocak beknah?	Recommendation letter
10.	Beknah noles tugas akhir. Kangguy tugas sanikah, beknah nginjem buku dosen se tak akrab. Beknah kodduh mabelih buku ka dosen lagunah. Tapeh beknah buto buku kangguy 2-3 areh. Dadih beknah mintah dosen nginjemagi buku kangguy 2-3 areh, akhirrah dosen setuju. Abektoh beknah mabelih buku, apa se ekocak beknah?	Book/note

Table B3. Description of pilot DCT situation in Using version

No	Question	Situation
1.	Ira wes nggawe janji arep ketemu kanca ring restoran kuta hang ira	Direction

	dewek durung tau mrana. Ira teka rodok kasep lan kerana ira heng bisa nemokaken restoran iku mau, bingung nggoleki, ira takon ring uwong hang lebih tuwek hang liwat kanggo takon ancer-ancere. Sakmarine uwong iku mau nduduhaken ancer-ancere, paran hang ira ucap?	
2.	Ira ana ring kelas. Ira butuh nyatet tapi ira heng nemokaken polpen ira. Ira takon ring kancanira sak kelas hang ira heng pati kenal hang lungguh ring sebelah ira kanggo nyilih polpen. Sakmarine kelas pas ira mbalikaken polpen, paran hang ira ucap ring kancanira mau?	Pen
3.	Ira duwe masalah ambi komputer ira hang sering rusak. Ira kenal uwong ring kampus hang ngerti komputer lan ira njaluk tulung kanggo mbantu padahal ira lan lare iku mau heng pati akrab. Lare iku mau awang-awangen polae larene akeh pengawean tapi akhire larene gelem mbantu lan saksorenan mbejikaken komputer ira. Sakmarine komputer ira bener, paran hang ira ucap?	Computer
4.	Minggu ngarep arep ana ujian ring kelas hang nurut ira paling angel. Kancanira parek mesti oleh A, sementarane ira mesti kangelan. Ira njaluk tulung kancanira ngajari ira sinau kanggo ujian lan larene setuju. Sakmarine sinau 4 jam ambi kancanira, ira dadi lebih ngerti lan yakin kanggo ngadepi ujian. sakdurunge ira mulih, paran hang ira ucap?	Study
5.	Ira lagi nulis tugas akhir kanggo salah siji mata kuliah ira. Ana buku hang kudu ira waca kanggo marekaken tugas iku. Ira menyang ring perpustakaan tapi bukune wis disilih uwong. Heng disongko-songko kancanira parek nduwe salinane buku iku mau lan nawaraken ira nyilih kanggo pirang-pirangane dino. Pas ira mbalekaken buku, paran hang ira ucap?	Book/note
6.	Ira lara lan keringgalan pelajaran minggu soreko. Ira ngerasa mendingan lan masuk sekolah dina iki. Ira njaluk tulung kancanira hang kelase podo kanggo nyilihi catetan minggu soreko dienggo nyatet duwenira. Kancanira setuju gelem nyilihi. Pas ira mbelekaken catetane, paran hang ira ucap?	Notes/bo k

7.	Ira lan kancanira hang ira wes kenal apik metu ngopi. Pas ira arep mbayar kopinira, dompetira heng ana lan ira buru sadar dompetira ketinggalan ring umah. Kancanira nawani mbayari kopinira. Sakmarine kancanira mbayari, paran hang ira ucap?	Coffee
8.	Ira lagi nggarap tugas salah siji mata kuliah ira. Ira temenan nggarap tugas iku tapi ira kudu mandeg kerana ira kudu sinau pisan kanggo ujian akhir mata kuliahira kesok lan ira butuh tambahan dina kanggo nyelesekaken. Ira njaluk tulung dosenira hang heng kari parek kanggo perpanjangan dina. Dosenira awang-awangen kerana menurute hal iku mau heng adil kanggo murid liyane tapi akhire beliau setuju nguweni ira perpanjangan dina. Wes oleh pirangane dina, ira ngumpulaken tugas. Paran hang ira ucap?	Paper extension
9.	Ira arep ngajojaken beasiswa. Iku mau mbutuhaken surat rekomendasi telung dosen. Ira wes njaluk dosenira hang ira wes kenal apik kanggo nulis surat iku mau. masio ira heng pati kenal dosen nomer telu, ira mutusaken njalok tulung kanggo nulisaken surat rekomendasi kerana ira wes tau milu kelase semester soreko. Oleh pirangane dino, ira ketemu dosen iku mau lan beliau ngomong kadung suratira wes mari. Paran hang ira ucap?	Recommendation letter
10.	Ira lagi nulis tugas kanggo salah siji mata kuliahira. Ira nyilih bukune dosen hang ira wes kenal apik dienggo ngerjakaken tugas iku mau. Ira kudune mbalekaken bukune kesok ,padahal ira butuh 2-3 dina kanggo marikaken tugasira. Kerana iku ira njaluk tulung dosenira kanggo nyilihi bukune rodok suwi lan pungkasane dosenira setuju. Pas ira mbalekaken bukune, paran hang ira ucap?	Paper extension

Appendix C. Table of DCT result based on the tribes

Appendix C1. Table of Javanese DCT result

1.		Javanese Version	Matur nuwun sing kata sampun maringi info Pak
		English version	Thank You for showing the direction to me, Maam
	2.	Javanese Version	Matur nuwun mari ngampili pulpen e
		English version	Thanks for borrowing me your pen
	3.	Javanese Version	Matur suwun sampun mbenakake komputer kulo
		English version	Thanks for your helpful effort
	4.	Javanese Version	Matur nuwun sampun maringi ilmune
		English version	Thanks for your help
	5.	Javanese Version	matur nuwun marang nyilihake salinan bukune
		English version	Thank you for your worthwhile book
	6.	Javanese Version	matur nuwun marang nyilihake cathetane
		English version	Thank you for lending me your note
	7.	Javanese Version	Matur nuwun wes mbayari kopiku, sesok tak ganti
		English version	Thanks for paying my coffee
	8.	Javanese Version	Matur nuwun sing katha amarga paringi tambahan wektu Pak
		English version	Thanks a lot for your opportunity, Maam
	9.	Javanese Version	Matur nuwun sing katha sampun ngirimaken surat rekomendasi Pak
		English version	Thanks for your decision to send me a letter
	10.	Javanese Version	Matur nuwun sing katha amarga ngampiaken buku
		English version	Thank a lot for your kind, Maam.
2.	1.	Javanese Version	Matur nembah nuwun Pak/Bu
		English version	Thank you Sir
	2.	Javanese Version	Kesuwon yo
		English version	Thank you
	3.	Javanese Version	Matur nuwun yo mas

		English version	Thank you
	4.	Javanese Version	Matur kesuwun
		English version	Thank you
	5.	Javanese Version	Matur suwun wes nyilihi bukumu yo
		English version	Thank you
	6.	Javanese Version	Kesuwun catetane
		English version	Thank you for the note
	7.	Javanese Version	Kesuwun yo
		English version	Thank you for treat
	8.	Javanese Version	Matur nembah nuwun Pak/Bu
		English version	Thank you Sir
	9.	Javanese Version	Matur nembah suwun Pak/Bu
		English version	Thank you
	10.	Javanese Version	Matur nembah nuwun Pak/Bu
		English version	Thank you
3.	1.	Javanese Version	Matur suwun Pak/Bu
		English version	Thank you for your help
	2.	Javanese Version	Suwun pulpene
		English version	Thanks
	3.	Javanese Version	Matur suwun sanget sampun pitulung kulo
		English version	Thank you for your help
	4.	Javanese Version	Suwun sampun pitulung kulo sinau bareng
		English version	Thank a lot
	5.	Javanese Version	Suwun sampun disilihi bukunipun
		English version	Thank a million
	6.	Javanese Version	Matur suwun, sampun disilihi cathetane

		English version	Thanks for lend me the note
	7.	Javanese Version	Suwun sampun dibayari kopine
		English version	Thanks
	8.	Javanese Version	Matur sembah suwun
		English version	Thank you Sir/Mrs
	9.	Javanese Version	Matur sembah suwun
		English version	Thank you
	10.	Javanese Version	Matur sembah suwun
		English Version	Thank You
4.	1.	Javanese Version	Matur nuwun Bapak/Ibu
		English version	Thank you Sir
	2.	Javanese Version	Kesuwun
		English version	Thank you
	3.	Javanese Version	Matur nuwun Mas
		English version	Thanks a lot
	4.	Javanese Version	Kesuwun ya
		English version	Thanks a lot dear
	5.	Javanese Version	Mbak, kesuwun lo ya
		English version	Thank you very much
	6.	Javanese Version	Kesuwun banget ya
		English version	Thanks
	7.	Javanese Version	Kesuwun ya
		English version	Thanks ya
	8.	Javanese Version	Matur sembah nuwun
		English version	Thank a lot Sir
	9.	Javanese Version	Matur sembah nuwun

		English version	Thank you very much Sir
	10.	Javanese Version	Matur sembah nuwun Bapak
		English version	Thank you ma'am
5.	1.	Javanese Version	Matur suwun
		English version	Thank you
	2.	Javanese Version	Matur nuwun
		English version	Thank you
	3.	Javanese Version	Matur nuwun
		English version	Thank you
	4.	Javanese Version	Matur nuwun
		English version	Thank you
	5.	Javanese Version	Matur nuwun
		English version	Thank you
	6.	Javanese Version	Matur nuwun
		English version	Thank you
	7.	Javanese Version	Matur nuwun
		English version	Thank you
	8.	Javanese Version	Matur nuwun
		English version	Thank you
	9.	Javanese Version	Matur suwun
		English version	Thank you
	10.	Javanese Version	Matur suwun
		English version	Thank you
6.	1.	Javanese Version	Matur nuwun Bapak/Ibu kulo sampun diparingi perso restoran ingkang kulo tuju
		English version	I do thank ir/Maam for telling me the direction

	2.	Javanese Version	Matur nuwun yo aku wes disiihi pulpen
		English version	Thanks mat for lending me a pen
	3.	Javanese Version	Matur nuwun yo kowe maringi pitulung marang aku nganti ngorbanke waktumu
		English version	Thank a lot for making your time to fix my computer
	4.	Javanese Version	Matur nuwun banget yo amarga kowe wes bantuaku sinau
		English version	Thank a lot for your help
	5.	Javanese Version	Matur nuwun aku wes antuk ampilan buku salinan songko kowe
		English version	Thanks a ot for the hand book, it helpen me
	6.	Javanese Version	Matur nuwun yo aky wes disilihi buku cathetanmu
		English version	Thank you for the loan note
	7.	Javanese Version	Matur nuwun yo ampilane duwite
		English version	Thank you for lending me money
	8.	Javanese Version	Matur nuwun sanget Bapak/ Ibu amarga kulo sampun diparingi tambahan waktu kagem ngerampungake paper kulo
		English version	Thank you very much Sir/Maam, for giving me extra time to this book collection
	9.	Javanese Version	Matur nuwun kagem layang rekomendasinipun
		English version	Than you very much sir/maam for the recommendation later
	10.	Javanese Version	Matur nuwun ugi nyuwun ngapunten ingkang katha amargi kulo ngampi buku radhi dangu
		English version	Thank you and I'm sorry Sir/Maam, because I borrowed your book quite long
7.	1.	Javanese Version	Maturnuwun Pak, sampun nyukani kulo petunjuk
		English version	Thank you Sir, for showing me the dirction
	2.	Javanese Version	Maturnuwun, tak balekne cathetanmu
		English version	Thank you anyway, I give it back to you

	3.	Javanese Version	Maturuwun banget wes nulungi, aku ora iso mbenakne dewe
		English version	Thank you so much for your help, I can't fix this computer by myself
	4.	Javanese Version	Maturuwun banget yo, aku siap melok ujian
		English version	Thank a lot, I'm ready to face the test
	5.	Javanese Version	Maturuwun banget, aku iso marekne tugasku mergo mbok tulungi
		English version	Thank you so much, I can finish my paper because of your help
	6.	Javanese Version	Maturuwun, aku wes nyalin catetanmu, iki tak balekno
		English version	Thank you I have copied your note I give it back to you
	7.	Javanese Version	Maturuwun banget, duitmu cepet tak balekno
		English version	Thank a lot, I will return your money as soon as possible
	8.	Javanese Version	Matur suwun ingkang sanget Pak damel wektu njenengan paringi, kulo saget ngerampungne tugase
		English version	Thank you Sir for the extension you gave for me, I can finish it
	9.	Javanese Version	Maturuwun Bapak, sampun mbantu kulo ngelengkapu persyaratan damel ngajukan beasiswa
		English version	Thank you Sir for your help to complete my requirements in applying the scholarship
	10.	Javanese Version	Matur suwun sanget Pak sampun maringi kulo waktu damel ngerampungne maca buku niki
		English version	Thank you so much Sir you give me more days to finish this book
8.	1.	Javanese Version	Matur nuwun njeh Bu/Pak
		English version	Thank you very much sir
	2.	Javanese Version	Kesuwun yo
		English version	Thanks

	3.	Javanese Version	Kesuwun njih
		English version	So much thanks friend
	4.	Javanese Version	Kesuwun yo
		English version	Thank you
	5.	Javanese Version	Kesuwun
		English version	Thanks friend
	6.	Javanese Version	Kesuwun yo
		English version	Thank you
	7.	Javanese Version	Eh, suwun loh ya
		English version	So much thanks ya
	8.	Javanese Version	Matur nuwun ingkang katah Bu/Pak
		English version	Thank you very much Sir
	9.	Javanese Version	Matur nuwun sanget Ibu/Bapak
		English version	Thank you ery much for your help Sir
	10.	Javanese Version	Matur nuwun sanget Ibu/Bapak
		English version	I'd say thank you very much Sir
9.	1.	Javanese Version	Matur sembah nuwun Pak/bu,Pareng
		English version	Thank you so much sir/Madam
	2.	Javanese Version	Suwun yo
		English version	Bro, thank a lot for borrowing me your pen
	3.	Javanese Version	Matur nuwun sanged, pengapunten menawi sampun ngerepotaken
		English version	Sir, thank you so much for your help, I'm so sorry for bothered you
	4.	Javanese Version	Suwun tenan yo, separane lo wes ngerepotne
		English version	Thank you so much Sist, your help means a lot for me
	5.	Javanese Version	Buku iki oeh tak gowo tenan a? Suwun tenan lho wes di silihi

		English version	Thank you very much for lending your book Bro
	6.	Javanese Version	Kesuwun nemen, catetan iki penting nemen gawe iki, suwun sing akeh yo
		English version	Thank a lot Dude
	7.	Javanese Version	Sepurane tenan lek wes repot gara-gara aku, aq ali ora nggowo dompet, mbesok tak balekno
		English version	Bro, sorry for my mistake, I'll repay it as soon as possible
	8.	Javanese Version	Matur nuwun ingkang katha Pak/Bu, pengapunten dumateng kelepatan kulo
		English version	Sir, thank you very much for your opportunity, forgive me for my fault
	9.	Javanese Version	Pak/Bu, matur sembah nuwun dumatung pitulunganipun
		English version	Sir, thank you very much for your recommendation
	10.	Javanese Version	Pak/Bu, pengapunten sanget meniko kuo tasih saged wangsulake buku meniko
		English version	Thank you so much sir because you have been gave me more time
10.	1.	Javanese Version	Matur nuwun Pak/Bu, monggo Asslamualaikum
		English version	Thakn you very much Sir/Mrs, Asslamualaikum
	2.	Javanese Version	Kesuwun yo jeh wes disilihi pulpen, kapan kapan nyeleh mane, hehehehe
		English version	Thanks brother about your pen
	3.	Javanese Version	Matur kesuwun yo, sepurane wes ngerepoti, iki kenek di gawe tuku rokok
		English version	Thank you, I'm sorry if I disturbed you
	4.	Javanese Version	Kesuwun yo jeh wes diwarahi materine
		English version	Thanks Bro
	5.	Javanese Version	Aku butuh buku iki, oleh tak silih ta buku iki?
		English version	I need this book, may I borrow it?

	6.	Javanese Version	Kesuwun yo wes disilahi
		English version	Thanks brother
	7.	Javanese Version	Kesuwon yo jeh wes dibayari, sok gentian
		English version	Thnks a lot because have paid the coffee
	8.	Javanese Version	Matur simbah nuwun nggih Pak/Bu, kulo janji ajenge kulo cepet rampungake
		English version	Thank you very much Sir/Mrs, I promise will finish itas soon as possible
	9.	Javanese Version	Matur simbah nuwun nggih Pak/bu
		English version	Thank you very much Sir/Mrs
	10.	Javanese Version	Matur nuwun Pak/Bu sampun disukani wektu tambahan
		English version	Thank you very much Sir/Mrs
11.	1.	Javanese Version	Matur nuwun sanget nggeh Pak/Bungapunten ngerepotaken, monggo
		English version	Thank you for your help
	2.	Javanese Version	Suwun yo cah pulpene
		English version	This is your pen, I've finished, thank you
	3.	Javanese Version	Ya ampun. Suwun banget yo, untung enek awakmu, suwun suwun banget
		English version	Thank you so much for your help, I'm sorry if I cause a fuse
	4.	Javanese Version	Wes yo aku muleh dhisek, suwun wes ngajari aku, saiki aku wes gak bingung mane
		English version	Thanks for your help, I've understood this subject
	5.	Javanese Version	Lah, iki temenan mbok silihno aku, awakmu yakin? Gak popo ta? Suwun banget yo, suwun suwun
		English version	Oh really? You will borrow it for me? Oh thank you, you're the best!
	6.	Javanese Version	Iki wes mari, suwun yo

		English version	This is your note, thnak you
	7.	Javanese Version	Duh isin aku, suwun yo, dompetku keru se, suwun yo
		English version	Thank you so much, I'm sorry for this trouble
	8.	Javanese Version	Matur suwun sanget nggeh Bu, maturuwun, kulo badhe ngerampungake sak cepete
		English version	Sir, this is my assignment, thank you Sir
	9.	Javanese Version	Oh, matur nuwun nggeh Pak/Bu
		English version	Oh thank you Sir, thank you
	10.	Javanese Version	Niki buku ingkang kulo sambut, matur nuwun nggeh Pak/Bu
		English version	I wil return you back, thank you sir to lend me
12.	1.	Javanese Version	Matur nuwun Pak/Bu, dipun paringi alamatipun
		English version	I say big thanks to you
	2.	Javanese Version	Kesuwun yo disilihi pulpen sesok sesok silihi maneh
		English version	Thank you for lend me your pen, please lend me yours next time
	3.	Javanese Version	Nuwun sewu lo sakderenge, matur nuwun pun purun nulungi
		English version	I'm so soory before, but thank you for everything
	4.	Javanese Version	Suwun yo, puh lek duduk mergo awakmu aku ora iso, sesok lek gak iso contohi yo?
		English version	Thank you so much, I can do this because of you, you are my live saver, tomorrow
	5.	Javanese Version	Maturuwun yo, kowe pancen koncoku
		English version	Thank you, you are my friend
	6.	Javanese Version	Sesok emben kowe tak traktir yo
		English version	I'll treat you someday, thanks
	7.	Javanese Version	Suwun yo, teko kosan tak ganti duwitmu
		English version	Thaks you, I'll pay you back if we reach the boardinghouse

	8.	Javanese Version	Matur sembah nuwun inggih Pak, mangke kulo usahaken ngerampungaken tugasipun
		English version	Thank you, okey Sir. I'll try my best
	9.	Javanese Version	Matur sembah nuwun pun di paringi pitulungan
		English version	Thank you for your help
	10.	Javanese Version	Matur suwun Pak, Bu, sepuntene pun ngerantos dangu
		English version	Thank you Sir/maam, I'm sorry for late return
13.	1.	Javanese Version	Matur suwun sanget nggeh Pak/Bu, monggo kulo rumiyen
		English version	Thank you for helping me Sir, I'll go first
	2.	Javanese Version	Suwun yo wes disilihi pulpen
		English version	Thanks for borrowing me your pen
	3.	Javanese Version	Suwun banget yo Jim. Sepurane wes ngerepoti awakmu iki ono camilan teko omah, suwun yo
		English version	Thank a lot Jim, and I'm sorry for disturbing you, here are some snacks for you
	4.	Javanese Version	Kesuwun yo wes marahi aku
		English version	Thanks a lot for helping me to understand this course
	5.	Javanese Version	Kesuwun yo bukune. Untung awakmu duwe sainane nek nggag aku gak ngerti ate nyilih nang endo
		English version	Thanks for ending me the book, thanks to you because you have a copy of the book, i don't know where should i search for this book if you don't
	6.	Javanese Version	Suwun yo, cathetane mbantu banget
		English version	Thank you, your note is very helpful
	7.	Javanese Version	Suwun yo wes di bayari disek, duh untung onok awakmu, kesok wes tak ijoli
		English version	Thanks for paying my coffee, I'm going to return your money tomorrow
	8.	Javanese Version	Matur suwun sanget nggeh Pak, kulo badhe ngerjakaken

			paper niki kang luweh apik
		English version	Thank you very much sir, I'm going to work hard in this assignment very well
	9.	Javanese Version	Matur suwun nggeh Pak/Bu, surat rekomendasi dame kulo sampun dikirim, sepuntene sampun nganggu waktu jenengan
		English version	Thank you very much Sir for sending the recommendation letter for me, I'm sorry for disturbing your time
	10.	Javanese Version	Matur suwun sanget nggeh Pak/Bu sepuntene mboten saged mbalekaken buku cepet
		English version	Thank you very much Sir, I'm so sorry since I couldn't return the book on time
14.	1.	Javanese Version	Matur nuwun amarga wes nunjukake dalan sing bener marang aku. Aku mungkin bakal tetep bingung nanging sampean ora nunjukake dalane
		English version	Thank you for hel[ing me find my way. I might still got lost if you don't tell me the right way
	2.	Javanese Version	Matur nuwun sampun nyilihake pulpen marang aku, aku kebantu sanget, nanging sampean ora nyilihine aku bakalan ora biso nyatet
		English version	Thanks for lending me your pen, it is helpfu. If you don't let me it, I think I can't take my notes
	3.	Javanese Version	Matur nuwun sanget wes noong aku dandani komputerku an sepurane wes nyito wektune
		English version	Thanks so much for having my computer fixed and sorry I have spent your time
	4.	Javanese Version	Matur suwun, awakmu wes nulung aku sinau, aku bakal berusaha supoyo ole biji apik
		English version	Thank you for your help, I'll do my best for upcoming test and get best score
	5.	Javanese Version	Matur suwun wes disilihi salinane bukumu, amarga bukumu aku biso nyempurnakake tugasku
		English version	Thank you for lending me this copy of book, it helps me a lot

	6.	Javanese Version	Matur nuwun, aku wes disilihi cathetanmu gawe disalin, nanging awakmu ora nyiliji aku bakal ketinggalan akeh
		English version	Thanks for lending me your note for copy, I think I'm going to miss a lot, if you don't lend me yours
	7.	Javanese Version	Matur suwun wes bayari kopi pesenanku, aku bakalan ganti yen wes tutuk omah
		English version	Thank you because you have paid me. I will pay my coffee later to you
	8.	Javanese Version	Matur nuwun amarga kulo sampun ngerepoti sampean gae mbantu aku ngerampungake paperku
		English version	I'm so sorry because I've asked your time a lot but I'm so thankfu for your hel[ping to com[ete my assignment
	9.	Javanese Version	Matur suwun Bapak/Ibu dosen amarga wes ngastaake surat rekomendasi lan kirim surate. Aku pikir aku bakalan keilangan beasiswa
		English version	Thanks Sir/Maam for wrting the recommendation and sending it out, I think I've lost my scholarship if you don't do that
	10.	Javanese Version	Matur suwun Bapak/Ibu doen amarga wes ngampilake buku marang aku luwih suwi, aku kebantu sanget gae ngerampungake tugasku
		English version	Thanks so much Sir/Mom for having me your book for more days, its so helpful for completing my paper
15	1	Javanese version	Matur suwun ingkang katha Pak/Bu
		English version	Thank you
	2	Javanese version	Suwun bro kanggo pulpene
		English version	Thanks Bro
	3	Javanese version	Suwun sing akeh yo, sepurane ngerepoti
		English version	Thank you very much
	4	Javanese version	Suwun yo Bro, berkat awakmu aku dadi luwih paham

		English version	Thanks for your help
	5	Javanese version	Suwun bukune yo
		English version	Thank you very much Bro
	6	Javanese version	Matur nuwun kanggo cathetane yo
		English version	Thank you very much, it's great help
	7	Javanese version	Suwun sing akeh yo wes nyelehi duwit
		English version	I'm sorry for this inconvinets situation, but thanks
	8	Javanese version	Matur suwun sanget nggeh Bu/Pak
		English version	Thank you for your kindness
	9	Javanese version	Matur nuwun nggeh Bu/Pak
		English version	Ow Sir, I owe you a a great debt of gratitude
	10	Javanese version	Matur nuwun Pak/Buk sampun diparingi waktu kanggi ngampili bukunipun
		English version	I would like to thank you all most sincerely

Appendix C2. Table of Madurese DCT result

1.	1.	Madurese Version	Keso'on
		English Version	Thank you
	2.	Madurese Version	Keso'on bulpen nah ye, kancan
		English Version	Thank you
	3.	Madurese Version	Keso'on banyak, kanggui mabecek komputer
		English Version	Thank you
	4.	Madurese Version	Keso'on

		English Version	Thank you
	5.	Madurese Version	Keso'on
		English Version	Thank you
	6.	Madurese Version	Keso'on
		English Version	Thank you
	7.	Madurese Version	Keso'on
		English Version	Thank you
	8.	Madurese Version	Keso'on
		English Version	Thank you
	9.	Madurese Version	Keso'on
		English Version	Thank you
	10.	Madurese Version	Keso'on
		English Version	Thank you
2.	1.	Madurese Version	Kauleh mator keselangkong ampon eparengi jelen se bender
		English Version	I might still got lost if you don't tel me the right way to the restaurant
	2.	Madurese Version	Kauleh mator keselangkong ampon e injemin setal, sebeuhna kauleh nyo'on saporah tak a kenalan geluh
		English Version	Thanks for lending me the pen and sorry I don't introduce my name before
	3.	Madurese Version	Seporana ampun a ganggu bektona panjenengan, amatur sekelangkong
		English Version	Sorry for bothering you to fix my computer and thanks for

			fixing it
	4.	Madurese Version	Keso'on lah berengi engkok a sinau
		English Version	Thank to you for accompanying me study and help me to introduce more about the lesson
	5.	Madurese Version	Keso'on lah ngenjemih engkok buku kangguy pan brempan aseh
		English Version	Thanks friend for lending me the book, thank you so much
	6.	Madurese Version	Matur keso;on lah minjemangih catetan
		English Version	Thanks to you for lending me your note as I can copy the note
	7.	Madurese Version	Keso'on lah majeragih kopinah engkok
		English Version	Thank you because you paid mine, I will pay your money later
	8.	Madurese Version	Seporana kaule aminta pelanjutan bektoh mapolong tugas
		English Version	I'm sorry for asking an extra time to finish my assignment, I'm really thankful to you for giving me the extra time
	9.	Madurese Version	Matur sekelangkong e berik rekomendasi surat
		English Version	I'm really gratefull to you Sir/ Maam for writing the recommmedation letter for me
	10.	Madurese Version	Seporana guleh a minta perpanjangan bektoh nginjem bukuna
		English Version	I'm sorry Sir/Maam to lend me the book but may I ask an extra time to borrow the book because I still need it for twi days later
3.	1.	Madurese Version	Sekelangkoh mbah ampon eparengi oreng
		English Version	Thank you for your help grandma

2.	Madurese Version	Neka polpnah, keso'on gih
	English Version	This is your pen, thank you
3.	Madurese Version	Keso'on se banyak gih
	English Version	Thank your very much
4.	Madurese Version	Keso'on se banyak yeh. Engkok seteyah la gerteh karnah bantonah
	English Version	Thank you very much because of your help, I've understand the material much more
5.	Madurese Version	Keso'on yeh tretan, ontong bedhe beknah
	English Version	Thank friend. I own you
6.	Madurese Version	Keso'on gih la aparengagih cathetanah
	English Version	Thank you for lending me your note
7.	Madurese Version	So'on yeh, lagguk e pabelieh pesenah
	English Version	Thanks, I'll pay you back tomorrow
8.	Madurese Version	Mator keselangkong se banyak gih, abdina pun eparengi bektoh se lebih lanjutan
	English Version	Thank you very much Sir/Maam for giving me an extention timr
9.	Madurese Version	Matur sakalangkong Pak/buk abdinah ampon ebantu
	English Version	Thank you for helping me
10.	Madurese Version	Matur keselangkong gih Pak/Buk, abdinah ampon eparengi bukunah, ben abdinah minta saporah karna nginjem batu ajunan cek abideh
	English Version	Thank you for borrowing me your book and sorry for

			returning this book late
4.	1.	Madurese Version	Mator sakalangkong Pak
		English Version	Many thanks sir
	2.	Madurese Version	Mator sakalangkong pulpenah
		English Version	Thank a lot Bro
	3.	Madurese Version	Mator sekelangkong, berempah biyanah?
		English Version	Thanks you sir, how much I'd pay you?
	4.	Madurese Version	Keso'on kanak, majuh ngakan ning berung, a traktirah
		English Version	Thanks choy
	5.	Madurese Version	Keso'on se banyak bro
		English Version	I don't know to thank, but thank you very much
	6.	Madurese Version	Keso'on Bro
		English Version	Thank you, I'll helpless without you
	7.	Madurese Version	Keso'on kek
		English Version	Thanks Bro, what a relieve you've helped me
	8.	Madurese Version	Pak, mator sekelangkong pun ebanto guleh
		English Version	Thanks for the extention, I hope I cando the same to you someday
	9.	Madurese Version	Mator sekeangkong Pak/Buk pon ebirik surat persetujuan genikah
		English Version	I don't know how to thank but thank you very much Sir

	10.	Madurese Version	Mator sekelangkong Pak/Buk mpon nginjemin buku
		English Version	Many thank sir, I'll do the best
5.	1.	Madurese Version	Mator sekeangkong gi Pak
		English Version	Thank you very much Sir
	2.	Madurese Version	Mator kaso'on
		English Version	Thank you
	3.	Madurese Version	Keso'on se banyak ye, la merh mabecek tang komputer
		English Version	Thank you so much for helping me to fix my computer
	4.	Madurese Version	Keso'on se banyak ye la ngajerin
		English Version	Thank you, hopefully I can get A for this test
	5.	Madurese Version	Keso'on ye
		English Version	Thank you so much, you have permitted me to lend your book
	6.	Madurese Version	Keso'on ye
		English Version	Thank you for lending me your note
	7.	Madurese Version	Keso'on ye, deggi' pessenah egantiyah
		English Version	Thank you very much, I'll return your money after I get my wallet
	8.	Madurese Version	Mator sekelangkong ampon apareng tamboen bekro kangguy alasteragih tugas ka'dintoh
		English Version	Thank you very much Sir, for giving me a few more days to finish this assignment
	9.	Madurese	Mator sakalangkong Pak/buk

		Version	
		English Version	Thank you very much Sir
	10.	Madurese Version	Mator sakalangkong Buk. Kaola ampon eyedini nyambut bukuna panjenengan
		English Version	Thank you very much Maam
6.	1.	Madurese Version	Matur keselangkong
		English Version	Thank you Sir
	2.	Madurese Version	Kaso'on
		English Version	Thank you
	3.	Madurese Version	Keso'on
		English Version	Thank you so much
	4.	Madurese Version	Keso'on
		English Version	Thanks
	5.	Madurese Version	Keso'on
		English Version	Thanks
	6.	Madurese Version	Keso'on
		English Version	Thanks
	7.	Madurese Version	Keso'on
		English Version	Thanks
	8.	Madurese Version	Mator sekelangkong Pak
		English Version	Thank you Sir

	9.	Madurese Version	Mator keselangkong Pak
		English Version	Thank you Sir
	10.	Madurese Version	Mator keselangkong Pak
		English Version	Thank you Sir
7.	1.	Madurese Version	O, enggih Pak, sekelangkong gih, Pak, ngireng Pak
		English Version	Thank you so much for your information
	2.	Madurese Version	Eh, nikah popenah, keso'on sing banyak yee
		English Version	Thank for lending me a pen
	3.	Madurese Version	Keso'on nggih pon meceaghi laptona guleh, keso'on se banyak ghi
		English Version	Thank you so much for preparing my leptop
	4.	Madurese Version	Keso'on ye kanak, keso'on sarah la ngejerin engkok
		English Version	Thanks a lot, thanks for your help
	5.	Madurese Version	Eh cuy, keso'on ye cuy bukunah, ontong bede buku riyah cuy
		English Version	Thank you
	6.	Madurese Version	Keso'on ye brow
		English Version	Thank Brow
	7.	Madurese Version	Kesoon yeh
		English Version	Thank you so much
	8.	Madurese Version	Mator sekelangkong gi Pak, pon ebirik bektoh tambahan

		English Version	Thank you Sir for giving me much time
	9.	Madurese Version	Mator keso'on gih Pak
		English Version	Thank you sir
	10.	Madurese Version	Mator keso'on gih Pak
		English Version	Thank you so much sir
8.	1.	Madurese Version	Maor sakalangkong Pak/Bu
		English Version	Thank you very much Maam
	2.	Madurese Version	Keso'on yeh pon nginjemin pen bekna
		English Version	Thanks for your pen
	3.	Madurese Version	Keso'on gih pon ebentoh abecek komputer engkok
		English Version	Thanks for your help
	4.	Madurese Version	Keso'on gih beknah lah ebento engkok ajer
		English Version	Thanks for your help
	5.	Madurese Version	Keso'on yeh say bukuna
		English Version	Thanks for your book
	6.	Madurese Version	Keso'on catetana
		English Version	Thanks for lending me your note
	7.	Madurese Version	Keso'on a nginjemin pessenah bekna
		English Version	Thanks for paying my coffee
	8.	Madurese	Mator sakalangkong Pak/Buk

		Version	
		English Version	Thank you so much Sir for giving me more time
	9.	Madurese Version	Mator sakalangkong Pak/Bu mareh ebirike sorat rekomendasi
		English Version	Thank you very much for giving me recommendation latter
	10.	Madurese Version	Mator sakalngkong Pak/Bu mareh nginjemagih buku
		English Version	Thank you very much for lending me your note book Sir
9.	1.	Madurese Version	Sekeangkong Pak/Buk
		English Version	Thank you Maam/Sir
	2.	Madurese Version	Keso'on yeh pon nginjemin engkok bullpen
		English Version	Thank buddy
	3.	Madurese Version	Keso'on a ebanto engkok
		English Version	Thank for your help
	4.	Madurese Version	Keso'on a ngajerin engkok, dunge agih male lancar ujiannah engkok
		English Version	Thanks for your help
	5.	Madurese Version	Keso'on la nginjemin engkok buku
		English Version	Thanks for your book
	6.	Madurese Version	Keso'on engkok nginjemah geluh, deggi mon la mare langsung epabelie
		English Version	Thank you
	7.	Madurese Version	Keso'on
		English Version	Thank you, let me pay for yours next time

	8.	Madurese Version	Mator sakalangkong Pak/Buk
		English Version	Thank you Sir/Maam
	9.	Madurese Version	Mator sakalangkong Pak/Buk
		English Version	Thank you for your help Maam/Sir
	10.	Madurese Version	Mator sakalangkong Pak/Buk
		English Version	Thank you for lending me your book sir
10.	1.	Madurese Version	Mator keso'on gih Pak
		English Version	Thank you Sir
	2.	Madurese Version	Keso'on yeh
		English Version	Thank you for lending me your pen
	3.	Madurese Version	Keso'on gih
		English Version	Thank you very much and I'm sorry for wasting your time
	4.	Madurese Version	Keso'on se benyak yeh
		English Version	Thank you for your help
	5.	Madurese Version	Keso'on gih, ayenjeman kagek bukunah
		English Version	Thank, you are very kind
	6.	Madurese Version	Keso'on se benyak
		English Version	Thank you very much
	7.	Madurese Version	Pessenah egantenah degik yeh

		English Version	Thank you, I'll give your money back soon
	8.	Madurese Version	Mator sekelangkong Pak
		English Version	Thank for your understanding Sir
	9.	Madurese Version	Mator sekelangkong Pak
		English Version	Thank you for your help Sir
	10.	Madurese Version	Mator sekeangkok Pak
		English Version	Thank you Sir
11.	1.	Madurese Version	Mator sakalangkong
		English version	Thank you
	2.	Madurese Version	Mator kesoon
		English version	Thank you
	3.	Madurese Version	Mator keso'on
		English version	Thank you
	4.	Madurese Version	Mator keso'on
		English version	Thank you
	5.	Madurese Version	Mator keso'on
		English version	Thank you
	6.	Madurese Version	Mator keso'on
		English version	Thank you
	7.	Madurese	Mator kesoon

		Version	
		English version	Thank you
	8.	Madurese Version	Mator sakalangkong
		English version	Thank you very much
	9.	Madurese Version	Matos sakalangkong
		English version	Thank you so much
	10.	Madurese Version	Mator sakalangkong
		English version	Thank you so much

Appendix C3. Table of Using DCT result

1	Using Version	Matur nuwun
	English Version	Ok Sir, thank you
2	Using Version	Iki pulpen iro, kesuwun yo
	English Version	This is your pen, thank you
3	Using Version	Kesuwun yo, kadung isun ngerepoti iro
	English Version	Thanks for your help
4	Using Version	Kesuwun yo, gara-gara iro, isun dadi lebih ngerti lan yakin kanggo ngadepi ujian
	English Version	Thank you, because of you I undertand much more and feel confident for the upcoming test
5	Using Version	Kesuwun yo, gara-gara onok iro isun dadi hing bingung nggolek buku iki
	English Version	Thank you for your book copy
6	Using Version	Iki catetan iro, kesuwun yo
	English Version	This is your note, thank you for lending me your note

7	Using Version	Kesuwun yo, isun dadi hing enak iki ngerepoti iro
	English Version	Thank you
8	Using Version	Matur suwun nggih Pak
	English Version	Thank you Sir for an extention
9	Using Version	Matur suwun Pak, sepurane kulo ngerepoti
	English Version	Thank you Sir for your recommendation letter for me
10	Using Version	Matur suwun nggih Buk
	English Version	Thank you so much Sir

Appendix D. Table of the DCT result based on situation

Appendix D1. Javanese version

No	Situation		Answer
1.	Direction situation	1	Matur nuwun sing katha sampun maringi info Pak
			Thank you for showing the direction to me, Mam
		2	Matur sembah nuwun Pak/Bu
			Thank you Sir
		3	Matur nuwun Pak/Bu
			Thank you for your help
		4	Matur nuwun Bapak/Ibu
			Thank you sir
		5	Matur nuwun
			Thank you
		6	Matur nuwun Bapak, Ibuk kulo sampun di paringi perso restoran ingkang kulo tuju
			I do thank Sir for telling me the direction
		7	Maturnuwun Pak, sampun nyukani kulo petunjuk

			Thank you sir for showing me the direction
		8	Matur nuwun njih Bu?Pak
			Thank you very much Sir
		9	Matur sembah nuwun Pak/Bu Pareng
			Thank you so much Sir, Madam
		10	Matur nuwun Pak/Buk, monggo Assalamualaikum
			Thank you very much Sir. Ma'am, Assalamualaikum
		11	Matur nuwun sanget nggeh Pak/Bu, ngapunten ngerepotaken, monggo
			Thank you for your help
		12	Matur nuwun pak/bu mpun diparingi alamatipun
			I say big thanks to you
		13	Matur nuwun sanget nggeh Pak/Buk, monggo kulo rumiyen
			Thank you for helping me Sir, I'll go first
		14	Matur nuwun amarga wes nunjukaken dalan sing bener marang aku, aku mungkin bakalan tetep bingung nanging sampean ora nunjukake dalane
			Thank you for helping me find my way. I might still got lost if you don't tell me the right way
		15	Matur suwun ingkang katha Pak/Bu
			Thank you
2	Pen situation	1	Matur nuwun mari ngampili pulpen e
			Thanks for borrowing me your pen
		2	Kesuwon yo
			Thank you
		3	Suwun pulpene
			Thanks

		4	Kesuwun
			Thank you
		5	Matur nuwun
			Thank you
		6	Matur nuwun yo aku wes disiihi pulpen
			Thanks mat for lending me a pen
		7	Maturnuwun, tak balekne cathetanmu
			Thank you anyway, I give it back to you
		8	Kesuwun yo
			Thanks
		9	Suwun yo
			Bro, thank a lot for borrowing me your pen
		10	Kesuwun yo jeh wes disilihi pulpen, kapan kapan nyeleh mane, hehehehe
			Thanks brother about your pen
		11	Suwun yo cah pulpene
			This is your pen, I've finished, thank you
		12	Kesuwun yo disilihi pulpen sesok sesok silihi maneh
			Thank you for lend me your pen, please lend me yours next time
		13	Suwun yo wes disilihi pulpen
			Thanks for borrowing me your pen
		14	Matur nuwun sampun nyilihake pulpen marang aku, aku kebanu sanget, nanging sampean ora nyilihine aku bakal ora biso nyatet
			Thanks for lending me your pen, it is helpfu. If you don't let me it, I think I can't take my notes
		15	Suwun bro kanggo pulpene

			Thanks Bro
3	Computer situation	1	Matur suwun sampun mbenakake komputer kulo
			Thanks for your helpful effort
		2	Matur nuwun yo mas
			Thank you
		3	Matur suwun sanget sampun pitulung kulo
			Thank you for your help
		4	Matur nuwun Mas
			Thanks a lot
		5	Matur nuwun
			Thank you
		6	Matur nuwun yo kowe maringi pitulung marang aku nganti ngorbanke waktumu
			Thank a lot for making your time to fix my computer
		7	Matur nuwun banget wes nulungi, aku ora iso mbenakne dewe
			Thank you so much for your help, I can't fix this computer by myself
		8	Kesuwun njih
			So much thanks friend
		9	Matur nuwun sanged, pengapunten menawi sampun ngerepotaken
			Sir, thank you so much for your help, I'm so sorry for bothered you
		10	Matur kesuwun yo, sepurane wes ngerepoti, iki kenek di gawe tuku rokok
			Thank you, I'm sorry if I disturbed you
		11	Ya ampun. Suwun banget yo, untung enek awakmu,

			suwun suwun banget
			Thank you so much for your help, I'm sorry if I cause a fuse
		12	Nuwun sewu lo sakderenge, matur nuwun pun purun nulungi
			I'm so soory before, but thank you for everything
		13	Suwun banget yo Jim. Sepurane wes ngerepoti awakmu iki ono camilan teko omah, suwun yo
			Thank a lot Jim, and I'm sorry for disturbing you, here are some snacks for you
		14	Matur nuwun sanget wes noong aku dandani komputerku an sepurane wes nyito wektune
			Thanks so much for having my computer fixed and sorry I have spent your time
		15	Suwun sing akeh yo, sepurane ngerepoti
			Thank you very much
4	Study situation	1	Matur nuwun sampun maringi ilmune
			Thanks for your help
		2	Matur kesuwun
			Thank you
		3	Suwun sampun pitulung kulo sinau bareng
			Thanks a lot
		4	Kesuwun ya
			Thanks a lot dear
		5	Matur nuwun
			Thank you
		6	Matur nuwun banget yo amarga kowe wes bantuaku sinau

			Thank a lot for your help
		7	Maturuwun banget yo, aku siap melok ujian
			Thank a lot, I'm ready to face the test
		8	Kesuwun yo
			Thank you
		9	Suwun tenan yo, sepurane lo wes ngerepotne
			Thank you so much Sist, your help means a lot for me
		10	Kesuwun yo jeh wes diwarahi materine
			Thanks Bro
		11	Wes yo aku muleh dhisek, suwun wes ngajari aku, saiki aku wes gak bingung mane
			Thanks for your help, I've understood this subject
		12	Suwun yo, puh lek duduk mergo awakmu aku ora iso, sesok lek gak iso contohi yo?
			Thank you so much, I can do this because of you, you are my live saver, tomorrow
		13	Kesuwun yo wes marahi aku
			Thanks a lot for helping me to understand this course
		14	Matur suwun, awakmu wes nulung aku sinau, aku bakal berusaha supoyo ole biji apik
			Thank you for your help, I'll do my best for upcoming test and get best score
		15	Suwun yo Bro, berkat awakmu aku dadi luwih paham
			Thanks for your help
5	Book situation	1	maturuwun marang nyilihake salinan bukune
			Thank you for your worthwhile book
		2	Matur suwun wes nyilihi bukumu yo
			Thank you

		3	Suwun sampun disilihi bukunipun
			Thank a million
		4	Mbak, kesuwun lo ya
			Thank you very much
		5	Matur nuwun
			Thank you
		6	Matur nuwun aku wes antuk ampilan buku salinan songko kowe
			Thanks a lot for the hand book, it helped me
		7	Matur nuwun banget, aku iso marekne tugasku mergo mbok tulungi
			Thank you so much, I can finish my paper because of your help
		8	Kesuwun
			Thanks friend
		9	Buku iki oeh tak gowo tenan a? Suwun tenan lho wes di silihi
			Thank you very much for lending your book Bro
		10	Aku butuh buku iki, oleh tak silih ta buku iki?
			I need this book, may I borrow it?
		11	Lah, iki temenan mbok silihno aku, awakmu yakin? Gak popo ta? Suwun banget yo, suwun suwun
			Oh really? You will borrow it for me? Oh thank you, you're the best!
		12	Matur nuwun yo, kowe pancen koncoku
			Thank you, you are my friend
		13	Kesuwun yo bukune. Untung awakmu duwe sainane nek nggak aku gak ngerti ate nyilih nang endo

			Thanks for ending me the book, thanks to you because you have a copy of the book, i don't know where should i search for this book if you don't
		14	Matur suwun wes disilihi salinane bukumu, amarga bukumu aku biso nyempurnakake tugasku
			Thank you for lending me this copy of book, it helps me a lot
		15	Suwun bukune yo
			Thank you very much Bro
6	Note situation	1	maturnuwun marang nyilihake cathetane
			Thank you for lending me your note
		2	Kesuwun catetane
			Thank you for the note
		3	Matur suwun, sampun disilihi cathetane
			Thanks for lend me the note
		4	Kesuwun banget ya
			Thanks
		5	Matur nuwun
			Thank you
		6	Matur nuwun yo aky wes disilihi buku cathetanmu
			Thank you for the loan note
		7	Maturnuwun, aku wes nyalin catetanmu, iki tak balekno
			Thank you I have copied your note I give it back to you
		8	Kesuwun yo
			Thank you
		9	Kesuwun nemen, catetan iki penting nemen gawe iki, suwun sing akeh yo
			Thank a lot Dude

		10	Kesuwun yo wes disilihi
			Thanks brother
		11	Iki wes mari, suwun yo
			This is your note, thnak you
		12	Sesok emben kowe tak traktir yo
			I'll treat you someday, thanks
		13	Suwun yo, cathetane mbantu banget
			Thank you, your note is very helpful
		14	Matur nuwun, aku wes disilihi cathetanmu gawe disalin, nanging awakmu ora nyiliji aku bakal ketinggalan akeh
			Thanks for lending me yor note for copy, I think I'm going to miss a lot, if you don't lend me yours
		15	Matur nuwun kanggo cathetane yo
			Thank you very much, it's great help
7	Coffee situation	1	Maturnuwun wes mbayari kopiku, sesok tak ganti
			Thanks for paying my coffee
		2	Kesuwun yo
			Thank you for treat
		3	Suwun sampun dibayari kopine
			Thanks
		4	Kesuwun ya
			Thanks ya
		5	Matur nuwun
			Thank you
		6	Matur nuwun yo ampilane duwite
			Thank you for lending me money
		7	Maturnuwun banget, duitmu cepet tak balekno

			Thank a lot, I will return your money as soon as possible
		8	Eh, suwun loh ya
			So much thanks ya
		9	Sepurane tenan lek wes repot gara-gara aku, aq ali ora nggowo dompet, mbesok tak balekno
			Bro, sorry for my mistake, I'll repay it as soon as possible
		10	Kesuwon yo jeh wes dibayari, sok gentian
			Thnks a lot because have paid the coffee
		11	Duh isin aku, suwun yo, dompetku keru se, suwun yo
			Thank you so much, I'm sorry for this trouble
		12	Suwun yo, teko kosan tak ganti duwitmu
			Thaks you, I'll pay you back if we reach the boardinghouse
		13	Suwun yo wes di bayari disek, duh untung onok awakmu, kesok wes tak ijoli
			Thanks for paying my coffee, I'm going to return your money tomorrow
		14	Matur suwun wes bayari kopi pesenanku, aku bakalan ganti yen wes tutuk omah
			Thank you because you have paid me. I will pay my coffee later to you
		15	Suwun sing akeh yo wes nyelehi duwit
			I'm sorry for this inconvinets situation, but thanks
8	Paper extention	1	Maturnuwun sing katha amarga paringi tambahan wektu Pak
			Thanks a lot for your opportunity, Maam
		2	Matur nembah nuwun Pak/Bu
			Thank you Sir

		3	Matur sembah suwun
			Thank you Sir/Mrs
		4	Matur sembah nuwun
			Thank a lot Sir
		5	Matur nuwun
			Thank you
		6	Matur nuwun sanget Bapak/ Ibu amarga kulo sampun diparingi tambahan waktu kagem ngerampungake paper kulo
			Thank you very much Sir/Maam, for giving me extra time to this book collection
		7	Matur suwun ingkang sanget Pak damel wektu njenengan paringi, kulo saget ngeranpungne tugase
			Thank you Sir for the extension you gave for me, I can finish it
		8	Matur nuwun ingkang katah Bu/Pak
			Thank you very much Sir
		9	Matur nuwun ingkang katha Pak/Bu, pengapunten dumateng kelepatan kulo
			Sir, thank you very much for your opportunity, forgive me for my fault
		10	Matur simbah nuwun nggih Pak/Bu, kulo janji ajenge kulo cepet rampungake
			Thank you very much Sir/Mrs, I promise will finish it as soon as possible
		11	Matur suwun sanget nggeh Bu, maturnuwun, kulo badhe ngerampungake sak cepete
			Sir, this is my assignment, thank you Sir
		12	Matur sembah nuwun inggih Pak, mangke kulo usahaken ngerampungaken tugasipun

			Thank you, okey Sir. I'll try my best
		13	Matur suwun sanget nggeh Pak, kulo badhe ngerjakaken paper niki kang luweh apik
			Thank you very much sir, I'm going to work hard in this assignment very well
		14	Matur nuwun amarga kulo sampun ngerepoti sampean gae mbantu aku ngerampungake paperku
			I'm so sorry because I've asked your time a lot but I'm so thankfu for your hel[ping to com[ete my assignment
		15	Matur suwun sanget nggeh Bu/Pak
			Thank you for your kindness
9	Reccomendation letter situation	1	Maturnuwun sing katha sampun ngirimaken surat rekomendasi Pak
			Thanks for your decision to send me a letter
		2	Matur nembah suwun Pak/Bu
			Thank you
		3	Matur sembah suwun
			Thank you
		4	Matur sembah nuwun
			Thank you very much Sir
		5	Matur suwun
			Thank you
		6	Matur nuwun kagem layang rekomendasinipun
			Than you very much sir/maam for the recommendation later
		7	Maturnuwun Bapak, sampun mbantu kulo ngelengkapu persyaratan damel ngajukan beasiswa
			Thank you Sir for your help to complete my requirements in applying the scholarship

		8	Matur nuwun sanget Ibu/Bapak
			Thank you ery much for your help Sir
		9	Pak/Bu, matur sembah nuwun dumatung pitulunganipun
			Sir, thank you very much for your recommendation
		10	Matur simbah nuwun nggih Pak/bu
			Thank you very much Sir/Mrs
		11	Oh, matur nuwun nggeh Pak/Bu
			Oh thank you Sir, thank you
		12	Matur sembah nuwun pun di paringi pitulungan
			Thank you for your help
		13	Matur suwun nggeh Pak/Bu, surat rekomendasi dame kulo sampun dikirim, sepuntene sampun nganggu waktu jenengan
			Thank you very much Sir for sending the recommendation letter for me, I'm sorry for disturbing your time
		14	Matur suwun Bapak/Ibu dosen amarga wes ngastaake surat rekomendasi lan kirim surate. Aku pikir aku bakalan keilangan beasiswa
			Thanks Sir/Maam for wrting the recommendation and sending it out, I think I've lost my scholarship if you don't do that
		15	Matur nuwun nggeh Bu/Pak
			Ow Sir, I owe you a a great debt of gratitude
10	Book extention situation	1	Matur nuwun sing katha amarga ngampiaken buku
			Thank a lot for your kind, Maam.
		2	Matur nembah nuwun Pak/Bu
			Thank you

		3	Matur sembah suwun
			Thank You
		4	Matur sembah nuwun Bapak
			Thank you ma'am
		5	Matur suwun
			Thank you
		6	Matur nuwun ugi nyuwun ngapunten ingkang katha amargi kulo ngampi buku radhi dangu
			Thank you and I'm sorry Sir/Maam, because I borrowed your book quite long
		7	Matur suwun sanget Pak sampun maringi kulo waktu damel ngerampungne maca buku niki
			Thank you so much Sir you give me more days to finish this book
		8	Matur nuwun sanget Ibu/Bapak
			I'd say thank you very much Sir
		9	Pak/Bu, pengapunten sanget meniko kuo tasih saged wangsulake buku meniko
			Thank you so much sir because you have been gave me more time
		10	Matur nuwun Pak/Bu sampun disukani wektu tambahan
			Thank you very much Sir/Mrs
		11	Niki buku ingkang kulo sambut, matur nuwun nggeh Pak/Bu
			I wil return you back, thank you sir to lend me
		12	Matur suwun Pak, Bu, sepuntene pun ngerantos dangu
			Thank you Sir/maam, I'm sorry for late return
		13	Matur suwun sanget nggeh Pak/Bu sepuntene mboten saged mbalekaken buku cepet

			Thank you very much Sir, I'm so sorry since I couldn't return the book on time
		14	Matur suwun Bapak/Ibu doen amarga wes ngampilake buku marang aku luwih suwi, aku kebantu sanget gae ngerampungake tugasku
			Thanks so much Sir/Mom for having me your book for more days, its so helpful for completing my paper
		15	Matur nuwun Pak/Buk sampun diparingi waktu kanggi ngampili bukunipun
			I would like to thank you all most sincerely

Appendix D3. Madurese version

No	Situation	No	Answer
1	Direction situation	1	Keso'on
			Thank you
		2	Kauleh mator keselangkong ampon eparengi jelen se bender
			I might still got lost if you don't tel me the right way to the restaurant
		3	Sekelangkoh mbah ampon eparengi oreng
			Thank you for your help grandma
		4	Mator sakalangkong Pak
			Many thanks sir
		5	Mator sekeangkong gi Pak
			Thank you very much Sir
		6	Matur keselangkong
			Thank you Sir
		7	O, enggih Pak, sekelangkong gih, Pak, ngireng Pak

			Thank you so much for your information
		8	Mator sakalangkong Pak/Bu
			Thank you very much Maam
		9	Sekelangkong Pak/Buk
			Thank you Maam/Sir
		10	Mator keso'on gih Pak
			Thank you Sir
		11	Mator sakalangkong
			Thank you
2	Pen situation	1	Keso'on bulpen nah ye, kancah
			Thank you
		2	Kauleh mator keselangkong ampon e injemin setal, sebeuhna kauleh nyo'on saporah tak a kenalan geluh
			Thanks for lending me the pen and sorry I don't introduce my name before
		3	Neka polpnah, keso'on gih
			This is your pen, thank you
		4	Mator sakalangkong pulpenah
			Thank a lot Bro
		5	Mator kaso'on
			Thank you
		6	Kaso'on
			Thank you
		7	Eh, nikah popenah, keso'on sing benyak yee
			Thank for lending me a pen
		8	Keso'on yeh pon nginjemin pen bekna
			Thanks for your pen

		9	Keso'on yeh pon nginjemin engkok bulpen
			Thank buddy
		10	Keso'on yeh
			Thank you for lending me your pen
		11	Mator kesoon
			Thank you
3	Computer situation	1	Keso'on banyak, kanggui mabecek komputer
			Thank you
		2	Seporana ampun a ganggu bektona panjenengan, amatur sekelangkong
			Sorry for bothering you to fix my computer and thanks for fixing it
		3	Keso'on se banyak gih
			Thank your very much
		4	Mator sekelangkong, berempah biyanah?
			Thanks you sir, how much I'd pay you?
		5	Keso'on se banyak ye, la merh mabecek tang komputer
			Thank you so much for helping me to fix my computer
		6	Keso'on
			Thank you so much
		7	Keso'on nggih pon meceaghi laptona guleh, keso'on se banyak ghi
			Thank you so much for preparing my leptop
		8	Keso'on gih pon ebentoh abecek komputer engkok
			Thanks for your help
		9	Keso'on a ebanto engkok
			Thank for your help

		10	Keso'on gih
			Thank you very much and I'm sorry for wasting your time
		11	Mator keso'on
			Thank you
4	Study situation	1	Keso'on
			Thank you
		2	Keso'on lah berengi engkok a sinau
			Thank to you for accompanying me study and help me to introduce more about the lesson
		3	Keso'on se banyak yeh. Engkok seteyah la gerteh karnah bantonah
			Thank you very much because of your help, I've understand the material much more
		4	Keso'on kanak, majuh ngakan ning berung, a traktirah
			Thanks choy
		5	Keso'on se banyak ye la ngajerin
			Thank you, hopefully I can get A for this test
		6	Keso'on
			Thanks
		7	Keso'on ye kanak, keso'on sarah la ngejerin engkok
			Thanks a lot, thanks for your help
		8	Keso'on gih beknah lah ebento engkok ajer
			Thanks for your help
		9	Keso'on a ngajerin engkok, dunge agih male lancar ujiannah engkok
			Thanks for your help
		10	Keso'on se banyak yeh

			Thank you for your help
		11	Mator keso'on
			Thank you
5	Book situation	1	Keso'on
			Thank you
		2	Keso'on lah ngenjemih engkok buku kangguy pan brempan aseh
			Thanks friend for lending me the book, thank you so much
		3	Keso'on yeh tretan, ontong bedhe beknah
			Thank friend. I own you
		4	Keso'on se banyak bro
			I don't know to thank, but thank you very much
		5	Keso'on ye
			Thank you so much, you have permitted me to lend your book
		6	Keso'on
			Thanks
		7	Eh cuy, keso'on ye cuy bukunah, ontong bede buku riyah cuy
			Thank you
		8	Keso'on yeh say bukuna
			Thanks for your book
		9	Keso'on la nginjemih engkok buku
			Thanks for your book
		10	Keso'on gih, ayenjeman kagek bukunah
			Thank, you are very kind

		11	Mator keso'on
			Thank you
6	Note situation	1	Keso'on
			Thank you
		2	Matur keso;on lah minjemangih catetan
			Thanks to you for lending me your note as I can copy the note
		3	Keso'on gih la aparengagih cathetana
			Thank you for lending me your note
		4	Keso'on Bro
			Thank you, I'll helpless without you
		5	Keso'on ye
			Thank you for lending me your note
		6	Keso'on
			Thanks
		7	Keso'on ye brow
			Thank Brow
		8	Keso'on catetana
			Thanks for lending me your note
		9	Keso'on engkok nginjema geluh, deggi mon la mare langsung epabelie
			Thank you
		10	Keso'on se banyak
			Thank you very much
		11	Mator keso'on
			Thank you
7	Coffee situation	1	Keso'on

			Thank you
		2	Keso'on lah majeragih kopinah engkok
			Thank you because you paid mine, I will pay your money later
		3	So'on yeh, lagguk e pabelieh pesenah
			Thanks, I'l pay you back tomorrow
		4	Keso'on kek
			Thanks Bro, what a relieve you've helped me
		5	Keso'on ye, deggi' pessenah egantiyah
			Thank you very much, I'll return your money after I get my wallet
		6	Keso'on
			Thanks
		7	Kesoon yeh
			Thank you so much
		8	Keso'on a nginjemin pessenah bekna
			Thanks for paying my coffee
		9	Keso'on
			Thank you, let me pay for yours next time
		10	Pessenah egantenah degik yeh
			Thank you, I'll give your money back soon
		11	Mator kesoon
			Thank you
8	Paper extention	1	Keso'on
			Thank you
		2	Seporana kaule aminta pelanjanan bektoh mapolong tugas

			I'm sorry for asking an extra time to finish my assignment, I'm really thankful to you for giving me the extra time
		3	Mator keselangkong se benyak gih, abdina pun eparengi bektoh se lebbih lanjengan
			Thank you very much Sir/Maam for giving me an extention time
		4	Pak, mator sekelangkong pun ebanto guleh
			Thanks for the extention, I hope I cando the same to you someday
		5	Mator sekelangkong ampon apareng tamboen bekro kangguay alasteragih tugas ka'dintoh
			Thank you very much Sir, for giving me a few more days to finish this assignment
		6	Mator sekelangkong Pak
			Thank you Sir
		7	Mator sekelangkong gi Pak, pon ebirik bektoh tambahan
			Thank you Sir for giving me much time
		8	Mator sakalangkong Pak/Buk
			Thank you so much Sir for giving me more time
		9	Mator sakalangkong Pak/Buk
			Thank you Sir/Maam
		10	Mator sekelangkong Pak
			Thank for your understanding Sir
		11	Mator sakalangkong
			Thank you very much
9	Reccomendation letter situation	1	Keso'on
			Thank you

		2	Matur sekelangkong e berik rekomendasi surat
			I'm really gratefull to you Sir/ Maam for writing the recommedation letter for me
		3	Matur sakalangkong Pak/buk abdinah ampon ebantu
			Thank you for helping me
		4	Mator sekeangkong Pak/Buk pon ebirik surat persetujuan genikah
			I don't know how to thank but thank you very much Sir
		5	Mator sakalangkong Pak/buk
			Thank you very much Sir
		6	Mator keselangkong Pak
			Thank you Sir
		7	Mator keso'on gih Pak
			Thank you sir
		8	Mator sakalangkong Pak/Bu mareh ebirike sorat rekomendasi
			Thank you very much for giving me recommendation latter
		9	Mator sakalangkong Pak/Buk
			Thank you for your help Maam/Sir
		10	Mator sekelangkong Pak
			Thank you for your help Sir
		11	Matos sakalangkong
			Thank you so much
10	Book situation extention	1	Keso'on
			Thank you
		2	Seporana guleh a minta perpanjangan bektoh nginjem

			bukuna
			I'm sorry Sir/Maam to lend me the book but may I ask an extra time to borrow the book because I still need it for two days later
		3	Matur keselangkong gih Pak/Buk, abdinah ampon eparengi bukunah, ben abdinah minta saporah karna nginjem batu ajunan cek abideh
			Thank you for borrowing me your book and sorry for returning this book late
		4	Mator sekelangkong Pak/Buk mpon nginjemin buku
			Many thank sir, I'll do the best
		5	Mator sakalangkong Buk. Kaola ampon eyedini nyambut bukuna panjenengan
			Thank you very much Maam
		6	Mator keselangkong Pak
			Thank you Sir
		7	Mator keso'on gih Pak
			Thank you so much sir
		8	Mator sakalngkong Pak/Bu mareh nginjemagih buku
			Thank you very much for lending me your note book Sir
		9	Mator sakalangkong Pak/Buk
			Thank you for lending me your book sir
		10	Mator sekelangkong Pak
			Thank you Sir
		11	Mator sakalangkong
			Thank you so much

Appendix D3. Using version

No	Situation	Answer
1	Direction situation	Matur nuwun
		Ok Sir Thank you
2	Pen situation	Iki pulpen iro, kesuwon yo
		This is your pen, thank you
3	Computer situation	Kesuwon yo, kadung isun ngerepoti iro
		Thank you for your help
4	Study situation	Kesuwun yo, gara-gara iro isun dadi lebih ngerti lan yakin kanggo ngadepi ujian
		Thank you, because of you I understand much more and feel confident for upcoming test
5	Book situation	Kesuwun yo, gara-gara onok iso isun dadi hing bingung nggolek buku iki
		Thank you for your book copy
6	Note situation	Iki catetan iro. Kesuwun yo
		This is your note, thank you for lending me your note
7	Coffe situation	Kesuwun yo, isun dadi hing enak iki ngerepoti iro
		Thank you
8	Paper extention	Matur nuwun nggih Pak
		Thank you Sir for an extention
9	Recommendation letter situation	Matur suwun Pak, sepurane kulo ngerepoti
		Thank you Sir for your recommendation letter for me
10	Book extention situation	Matur nuwun nggih Buk
		Thank you so much Sir

Appendix E. The results of interview

Subject A (27 of March 2015, 09.15 WIB)

Me : Can you tell me, why does your answer is similar between L1 and L2?

A : That is because the I use my L1 in daily life more than L2, so my L1 effect the use of L2

Me : In the way of answer the question, do you make any differences between L1 and L2? For example in social status or culture?

A : of course I do, because that is the important thing in my tribes, where we have to pay attention to people status and age when we are talking.

Subject B (27 of March 2015, 09.15 WIB)

Me : Can you tell me, why does your answer is similar between L1 and L2?

B : Because I know my language first that English language

Me : In the way of answer the question, do you make any differences between L1 and L2? For example in social status or culture?

B : I always pay attention about this even I don't know the level speech to speak with the olders

Subject C (27 of March 2015, 10.55 WIB)

Me : Can you tell me, why does your answer is similar between L1 and L2?

C : I just try to answer based on my first language

Me : In the way of answer the question, do you make any differences between L1 and L2? For example in social status or culture?

C : Yes, because that is the way to know how to use level of speech

Subject D (27 of March 2015, 10.10 WIB)

Me : Can you tell me, Why does your strategy in the way of answer the DCT is different between L1 and L2?

D : I try to answer based on the language, in Javanese I try to answer in Javanese way and in English I try to answer in English way

Me : Do you still pay attention with the social status in the way of answering these questions?

D : Yes, that is important

Subject E (27 of March 2015, 10.50 WIB)

Me : Can you tell me, Why does your strategy in the way of answer the DCT is different between L1 and L2?

E : Actually the answer is same, but I try to follow the rule in both language

Me : Do you still pay attention with the social status in the way of answering these questions?

E : Yups, that have to.

