

The Illocutionary Speech Acts in Students' Public Speaking

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ARTICLE INFO

Keywords:

Drama performance;
Public Speaking;
Speech acts;

Article history:

Received 2022-12-19

Revised 2023-01-09

Accepted 2023-02-13

ABSTRACT

Public speaking is not only about sharing information but also about pointing out the speakers' intentions. There is the meaning should be understood by the hearers. This study discusses the illocutionary speech acts in the students' public speaking in English Department. This study aims to determine the types of illocutionary speech acts in a formative speech in the sixth semester of the English language education study program at Pasir Pengaraian University. This study was descriptive qualitative. The sample of this research was the sixth-semester students of the English education study program at Pasir Pengaraian University. The samples were taken by using the total sample. There were 22 students. The data of this study were obtained using the listening and note-taking technique design about the meaning of utterances containing. The data were analyzed by using Austin's Theory. The result showed three illocutionary speech acts: ten assertiveness, eight directives, four declarative, three commissives, and ten expressive.

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1. INTRODUCTION

Language is essential in our life because, without language, we cannot communicate with each other. Communication in everyday life can be more effective if people use a language that is easily understood by others. Because of that, language is an important aspect of communication in order to achieve goals and objectives. According to Slotta (2018), language is a message that is conveyed in the form of expression as a means of communication in certain situations in various activities. It signifies that language is a verbal and written communication system used by people. The speaker and the listener are two parties who can communicate with each other through language. Language is also a means of connecting the speaker and the interlocutor to discuss certain topics. In a conversation with varied topics and situations, language can make the interaction of speakers and interlocutors reciprocal.

Seeing the students' formative speech is one way to see the diversity of speech actions in people's lives. What makes a speech instructive is how well it engages the audience through language, circumstance, and action (everything visible on stage) (Munna & Kalam, 2021). The language employed in formative discourse is readily accessible to people of all ages and backgrounds. In human performances of public speaking, the language of communication is inseparable from the speaker and the interlocutor, with a single major utterance, in a specific location, time, and context

(Gkouma et al., 2020). What this means is that a speech act is the communication of a psychologically motivated speaker, as deduced from the significance of his actions. The purpose of language is also shown through its manifestations, which include spoken acts. That being said, the most crucial aspect of communication is the language used to express thoughts and feelings. Speech that has meaning only when it is spoken out is called a speech act. In his seminal work, *Speech Acts*, John Austin (1965: 94) defines "speech act" as "an act that relates to the activity that is performed in making an utterance." According to linguists Anin & Novitasari (2015), who studies how people enquire of one another through speech, speech acts are a subfield of pragmatics. This expression indicates that the speaker hopes to elicit some response from the audience.

According to Emike (2017), speech acts are simply defined as the action performed by uttering an utterance. Furthermore, the most important aspects of a speech acts are really the word of the speaker's aim, so that the listener understands the speaker's message. In other words speech act as the actions performed in saying something by Austin in Harziko et al. (2018), and then categorized into three parts of speech acts: the locutionary act, illocutionary act, and perlocutionary act. Locutionary acts are acting that is performed in order to communicate. An illocutionary act is an act performed by saying something, making a statement or promise, thanking, asking a question, etc. And a Perlocutionary act is an act performed by saying something in a particular context. In every speech, the speaker states or produces an expression. Meanwhile, speech acts in literary works, especially drama, are found in the dialogues between the characters.

The concept of speech acts stems from the thoughts of J.L Austin (1965), who said that "in which to say something is to something; or in which by saying something were doing something". Austin mentions the second category of speech acts, namely the act of doing something or what is called the illocutionary speech act. Austin (1965: 95) states that the illocutionary speech act is kind; assertive, directive, declarative, commissive, and expressive. In line with the speech acts, some scholars investigate that the speech act is an important part of communication (Dwi & Zulaeha, 2017; Gkouma et al., 2020; Hanna & Richards, 2019; Netra, 2015). In addition, Chojimah (2015) states that communication is sometimes influenced by politeness strategies containing speech acts. Further, Husain et al. (2020) investigated the speech act in the Indonesian presidential debate; the finding of this study shows that most of the utterances are categorized in as commissive act.

Furthermore, the speech act is not only found in direct communication but also in the script of drama. Eripuddin et al. (2022) state investigates the speech acts in students' drama performances, especially the expressive speech acts. In addition, other studies also point out that assertive and expressive are dominant in cross-cultural communication (Shaari & Maros, 2017). Thus, the speech act is not separated from communication.

Linked the previous studies, no most profound study investigated the illocutionary speech act in public speaking. The previous studies are focused on active communication, the speakers' and hearers' state during the communication. So, it is highly academically important to analyze the speech act in one direction, like delivering a speech. Then, the students need to understand what speech acts are used and the way to use them when talking to other human beings. The speech act may be very critical, especially in communication due to the fact it's miles an act of conversation, a speech act is a success if the audience identifies with the goal of the speaker and the mindset expressed. Generally, speech acts may be found in communication. In addition, one of the essential matters that take place in students' informative speeches.

2. METHODS

This research uses the qualitative descriptive method. Descriptive research is research that is intended to investigate conditions or other things which are described in the research report. According to Creswell (2014: 32), "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem". In this

research, the main point was to collect and accumulate the data in a descriptive way. So, this research uses a qualitative approach to analyze the topic of formative speech acts in public speaking by sixth-semester students in the English study program at the university of Pasir Pengaraian.

The researcher uses the whole of the subject as the population. According to Sugiyono (2013:215), the population is a statistical grouping of things with particular qualities and traits that the researcher has chosen to study in order to draw conclusions. A population may refer to the people living in a certain location, working for a particular company, attending a particular school, etc. The population in this research is sixth-semester students of the English study program of the university of Pasir Pengaraian in the academic year 2021/2022. There are 22 students, and all of the students are the population. Based on the consideration above, the researcher uses probability sampling. According to Sugiyono (2013:18), in probability sampling, the number of samples is proportional to the size of the population being studied. Twenty-two samples would have been ideal for this study. Twenty-two students comprise the sample size here, the same as the population size.

In collecting this data, the researcher uses participant observation and Take-note. This study was conducted at the University of Pasir Pengaraian in the sixth semester of the English Study Program of the Faculty of Teacher Training and Education University of Pasir Pengaraian in the academic year 2022/2023. According to Widoyoko (2012:33), "collecting data of the research is intended to get data, explanation, facts, and accurate information. After collecting the data, the data were analyzed by using the Austin's theory. The result was presented descriptively.

3. FINDINGS AND DISCUSSION

3.1. Findings

In this part, the researcher focuses on finding the types of Illocutionary acts in students' formative. The result showed there were 32 illocution speech acts, including 8 utterances as Assertive, 8 utterances as Directive, 3 utterances as Declarative, 3 utterances as commissive, and 10 utterances.

1) Assertive acts

The purpose is to communicate information about some world events from the speaker to the listener, such as asserting, informing, complaining, and suggesting. The speakers adapt their words to the world by utilizing an assertive (on belief).

Table.1 Utterance of assertive

No	Speakers	Hearers	Dialogues	Category
1.	Students 1	Researcher	I'm still the same as always, or maybe worse, because I've become lazy.	Assert
2.	Students 2	Researcher	You have lovely hair.	Assert
3.	Students 3	Researcher	Because I'm overworked.	Informing
4.	Students 4	Researcher	He had a fit of the blues yesterday evening and complained of pains in his legs.	Complaining
5.	Students 5	Researcher	I am complain , I had illuminating personality.	Complaining
6.	Students 6	Researcher	I torture everybody. Is it not?	Complaining
7.	Students 8	Researcher	I'm exhausted by my own self.	Complaining

Datum 1: Assertive acts (assert)

I'm still the same as always, or maybe worse because I've become lazy. I'm doing nothing now except hoarse like an old crow.

The meaning of the utterances above is assertive. The utterance has the intention that the interlocutor asserts that he is not a great person because he is still the same as usual, or maybe worse, and becomes lazy.

You have lovely hair.

The meaning of the utterances above is assertive. The word "have" has a meaning that is emphasized because the nature of someone's possession will have beautiful hair.

Datum 02 : Assertive acts (Informing).

Because I'm overworked. Yes, I'm as eccentric as the rest

The meaning of the conversation above is informing. The interlocutor said he used to be very handsome, but now **he is old** and has worked hard he is not handsome anymore. The statement was intended to provide information that the speaker was a handsome man 10 years ago. The statement shows that the illocutionary speech act is in the informing category because the speaker informs him that he is handsome because he is old and works too much.

Datum 03 : Assertive acts (Complaining)

He had a fit of the blues yesterday evening and complained of pains in his legs, but he seems all right again today.

The meaning of the conversation above is to complain. The sentence uses the word "complained" which means the **complaint** of someone who is sick. This utterance contains a sentence complaining about the speaker who has rheumatic pain in his legs.

I am receiving. I am complain, I had an illuminating personality, which illuminated no one. I had an illuminating personality! You couldn't have made a more bitter joke. I'm forty-seven years old.

The meaning of the conversation above is to complain. The utterance was intended to complain that the speaker had changed so much that he was almost unknown. The statement was said to be a complaint category speech act because the speaker that he had an illuminating personality.

I torture everybody. Is not it?

The meaning of the conversation above is to complain. This speech sentence contains speech acts of complaint because he is old and often sick. The utterance is intended to say that speaker feels torturing and troublesome others and has the right to be a tyrant at his age.

I'm absolutely exhausted by him, and can hardly stand.

The meaning of the utterances above is **complaining**. The speech sentences have an illocutionary speech act in the act of complaining because in the speaker complained to himself and did not sleep for three nights.

2) Directive acts

The directive is a speech act is one that attempts to persuade the listener to take action. When using directive, a speaker tries to make the world meet the words (via hearer)

Table 2. Utterance of Directive

No	Speakers	Hearers	Dialogues	Category
1.	Students	Researcher	Ivan, I command you	Command
2.	Students	Researcher	Well, don't get excited.	Command
3	Students	Researcher	Don't look at me in the way, I don't like it.	Command
4	Students	Researcher	Don't drive me away !	Command
5	Students	Researcher	Go and see what they want.	Command
6	Students	Researcher	Be quiet !	Command
7	Students	Researcher	Don't try stop me, Helena!	Command
8	Students	Researcher	Please stop it!	Command
9	Students	Researcher	Leave me alone ! Go away!	Command
10	Students	Researcher	Then will you have a little vodka instead?	Request
11	Students	Researcher	Will you stop throwing tantrums?	Request
12	Students	Researcher	What good would it do?	Request
13	Students	Researcher	Won't you please be good enough to send my tea into the study?	Request
14	Students	Researcher	You should have done something.	Suggest
15	Students	Researcher	I don't think I should tell you anything.	Suggest
16	Students	Researcher	You should have him re-shod.	Suggest
17	Students	Researcher	Mama! What shall I do?	Suggest
18	Students	Researcher	When shall we see you again?	Suggest
19	Students	Researcher	What shall i do with my live and my love ?	Suggest
20	Students	Researcher	Couldn't you stay ?	Suggest

Datum 01 . Directive acts (Command)

I command you to stop right now! Do you hear me?

The meaning of the conversation above is commanding. The speech was directed to the speakers to the hearers to stop and listen to Helena. The utterances were spoken by the speaker contain the illocutionary speech act of commanding.

Well, don't get excited;

This sentence is a form of command-answer behavior that intends to tell Votnisky to see what is happening and forbid Marina to be discouraged.

Don't look at me in that way, I don't like it.

The meaning of the conversation above is about commanding. The meaning of the speech spoken by the speaker is a directive illocutionary speech act in the form of a command act category because in that speech, the speaker ordered **not to look at** it and not like it.

Let me speak to you of my love, don't drive me away, and this alone will be my greatest happiness!

The meaning of a conversation is above command. The utterance is an order that uses the word **don't** as meaning a command

Go and see what they want.

The meaning of a conversation is above command. The speech act was revealed by the speaker to order and ask what the hearers want.

Be quiet ! You're torturing me.

The meaning of conversation above command. The command is a sentence that ends with an exclamation.

3) Declarative acts

The goal is to produce a change by having the speakers conduct more speech acts, such as cancel, decide, forbid, and so on. The speaker affects the world with his or her words by employing declarations.

Table 3. The Utterances of Declarative

No	Speakers	Hearer	Dialogues	Category
1.	Students	Researcher	Don't drink anymore	Forbidden
2.	Students	Researcher	I don't like to hear you talk so.	Forbidden
3	Students	Researcher	Don't hurry away	Forbidden

Datum 01 : Declarative acts (Forbidding)

Don't drink anymore!

The meaning of the statement above is speech acts forbid something to be drunk again. The sentence was revealed by the speakers. The utterance was intended to prohibit drinking because what he did was wrong.

Don't like to hear you talk so.

The meaning of utterances above is speech acts forbidding. The sentence was revealed by the speaker that the category of prohibited/forbidding acts is because speakers forbid the hearers from giving such an opinion.

Don't hurry away; sit a little longer with us.

The meaning of utterances above is speech acts which mean forbidding because the speaker told the hearer not to rush so that they could get together longer. The sentence was revealed by the speaker to hearers.

4) Commissive acts

The goal is to demonstrate that the speaker intends to do something by using terms like a promise, offer, or any other words that fit the commissive criteria. The speaker uses the commissive to act the world to fit the words (via speaker).

Table 4. The Utterances of the Commissive

No	Speakers	Hearers	Dialogues	Category
1.	Students	Researcher	I don't drink vodka every day.	Promise
2.	Students	Researcher	I am grateful. Promise me	Promise
3	Students	Researcher	Need I go out to find the other drink?	Offering

Datum 1: Commissive acts (Promise)

No, I don't drink vodka every day, and besides, it's too hot now.

The meaning of the utterances above promises. The sentence was expressed by the speaker to the hearer. The statement shows the acts of promise because the speaker promised to the hearer that he would not drink vodka every day even though someone offered another drink.

I am grateful. Promise me.

The meaning of utterances above is promise. This speech act is an expression of a promise not to drink hard again. This utterance is intended to promise not to repeat the same things.

Datum 02 : Commissive acts (Offering)

Need I go out to find the other drinks.

The meaning of conversation above is offering. The sentence was expressed by spekaer who offered the hearer whether he wanted to drink vodka or other drinks. The utterance is intended to offer a drink of vodka.

5) Expressive acts

Expressive speech acts is used to signal a speaker's attitude or emotions to the hearer. The expressive speech acts classes such as apologizing, thanking, angry, blaming, or other phrases that match with expressive.

Table. 5 The Utterances of Expressive Acts

No	Speakers	Hearers	Dialogues	Category
1.	Students	Researcher	I apologize and am silent	Apologize
2.	Students	Researcher	I am sorry	Apologize
3	Students	Researcher	Thanks, I beg your pardon	Thanking
4	Students	Researcher	Thank you, Really	Thanking
5	Students	Researcher	Thank you so much	Thanking
6	Students	Researcher	Thank you with all	Thanking
7	Students	Researcher	Yes, thanks a lot	Thanking
8	Students	Researcher	Thank you for your helping	Thanking
9	Students	Researcher	I appreciate it.	Thanking
10.	Students	Researcher	Leave me alone	Angry

Datum 01 : Expressive acts Apologizing

I am silent. I apologize and am silent.

I am sorry. The storm is blowing. This is just the end

The utterances above are categorized in apologizing for expression. The words are chosen that indicate the apologizing words are *apologize and sorry*. In the first utterance, the speaker apologized and kept quiet to stop it. This utterance intends to apologize for the events that have occurred. The utterance means apologizing, and the sentence above has another meaning: there is an utter refusal.

Datum 02 : Expressive acts (Thanking)

Don't mind, Thanks, I beg your pardon, my name is not Ivan, Sonya: He's our great help, our right-hand man.

Thank you. Really, It's a branded one

There's some wine. Let's seal our friendship. This is yours Sonya: Yes, let's. Thank you so much

Yes. Thanks a lot.

Oh...Thanks.

Thank you for your helping.

Superior? Oh really. Thank you so much. Can't any one make him stop? I am going!

This utterance has the meaning of utterances of thanks, ordering, and refusal. The meaning of the utterances contained in the dialogue conversation above is speech acts of thanks in different contexts.

Datum 03 : Expressive act (Angrily)

Thank you, this is nothing new. Leave me alone! This is getting too unpleasant.

In the conversations above, the expression of thanking in every situation and condition is different. In this case, the expression of thanks is not only getting someone's gift but also has meanings.

3.2 Discussion

The students deliver the illocution act in their public speaking. The students' public speaking represents an action with the intention that the listener understands the speaker's purpose. An assertive is found when the students deliver or state something in their public speaking. In this case, some scholars agree that assertive speech aims to communicate information about some world events from the speaker to the listener (Meiramova & Kulzhanova, 2015; Pishghadam & Zarei, 2011; Slotta, 2018). In addition, the students' also present the information in their public speaking by giving the directive speech because the speech contains persuasive utterances. In line with this, Liao's (2013) speech act is one that attempts to persuade the listener to take action. In line with this, Morris (2013) states commanding, requesting, and suggesting are all roles of directive acts. When using directives, a speaker tries to make the world meet the words (via hearer) (Bohn & Frank, 2019; Demir & Takkac, 2016; Netra, 2015; Yoosefvand, 2014).

Furthermore, the students distribute the information to the audience by giving the declarative. Hanna & Richards (2019) agree that a declarative is to produce a change by having the speakers conduct more speech acts, such as decide, forbid, and so on. The speaker affects the world with his or her words by employing declarations (Emike, 2017). In addition, the students present the utterances to do something to the audience. Commissive is to demonstrate that the speaker intends to do something by using terms like promise, offer, pledge, or any other words that fit the commissive criteria (Aijmer & Rühlemann, 2014; Bohn & Frank, 2019; Farnia & Sattar, 2015; Felemban, 2011). The speaker uses the commissive to act the world to fit the words (via speaker). Finally, the students also deliver the expressive speech act in their public speaking. Expressive speech acts is used to signal a speaker's attitude or emotions to the hearer. The expressive speech acts classes such as apologizing, thanking, angry, blaming, or other phrases that match with expressive (Acts & Expressions, 2022; Claudel, 2015; Eripuddin et al., 2022; Faisal, 2017; Ghaedrahmat et al., 2016).

4. CONCLUSION

The researcher can conclude that the informative speech contains the kind of speech based on the research. The speech act has the function in public speaking to point out the meaning of the information in the speech. The speech act contributed to delivering the meaning to the audience of what the speaker wants in the speech. In this case, the speech act will be the bridge between the speaker and the hearer. In this research, the students sometimes deliver a speech influence, making it difficult to identify the speech act. Then, this study is only finding the speech in public speaking. Further, the net researcher can investigate the effect of using the speech act on the students' public speaking.

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