

**COMPLIMENT RESPONSE STRATEGIES OF FEMALE
ENGLISH LEARNERS AT DARUL LUGHAH WAL KAROMAH
ISLAMIC BOARDING SCHOOL**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2020**



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THESIS

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(*Sarjana Sastra*) (S.S.)

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MALANG
2020**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled "**Compliment Response Strategies of Female English Learners at Darul Lughah wal Karomah Islamic Boarding School**" is my original work. I do not include any materials previously written or published by another person, except those that are cited as references and written in the bibliography. With this, if there is an objection or claim, I am the only person who is responsible for that.

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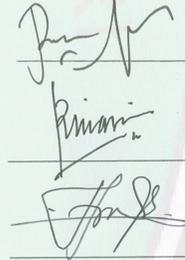
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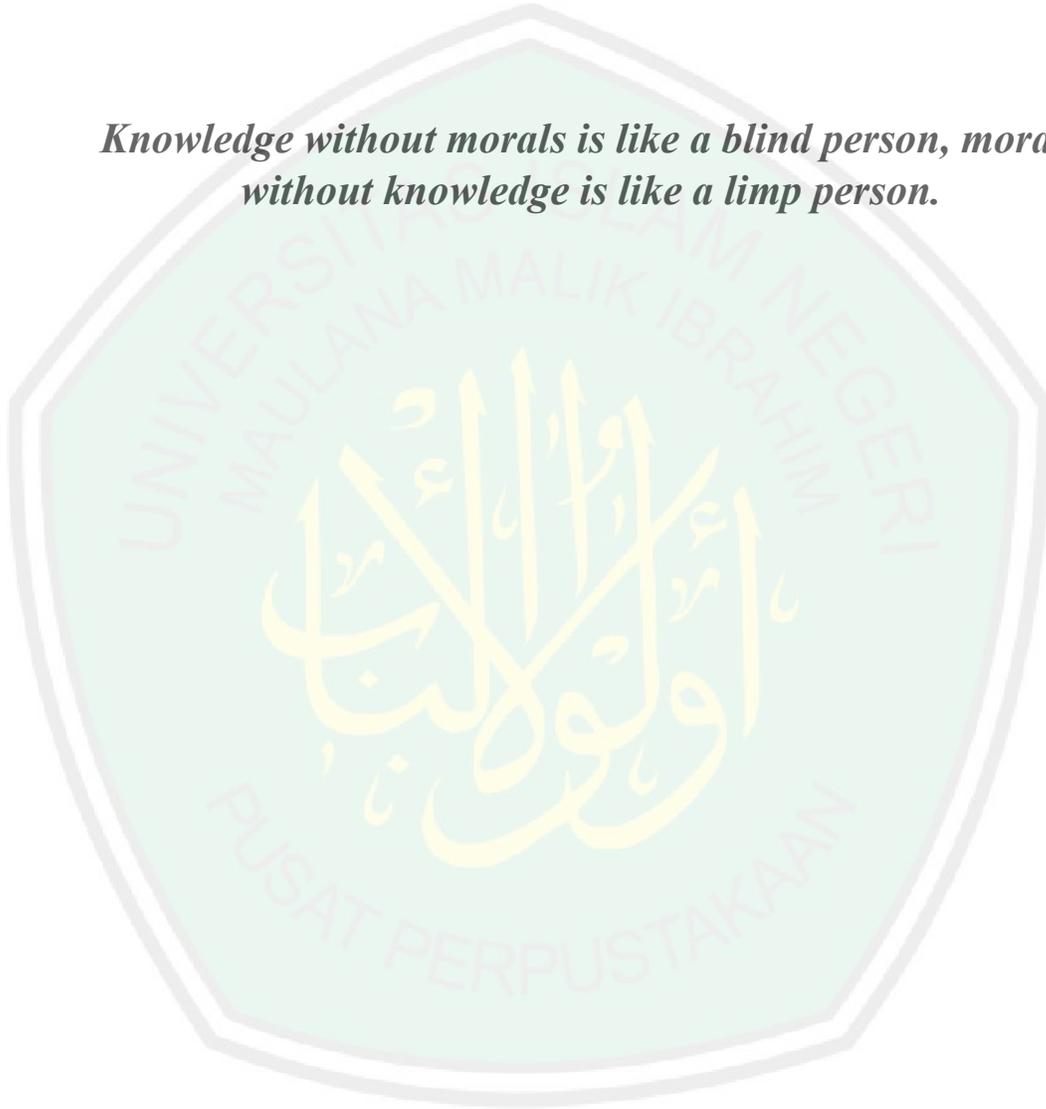
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MOTTO

*Knowledge without morals is like a blind person, morals
without knowledge is like a limp person.*



DEDICATION

This thesis is proudly dedicated to my beloved parents, Bapak Tojo Antono and Ibu Heriya.



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Alhamdulillahirabbil Alamin.....

All praises are for Allah SWT, the Most Gracious and Merciful, the One who always guides and blesses us. May God's mercies and blessings always be poured down upon our beloved Prophet Muhammad, the greatest figure in the world, who guides us in the right way (Islam).

Finally, the researcher could finish this thesis entitled "Compliment Response Strategies of Female English learners at Darul Lughah wal Karomah Islamic Boarding School." The researcher would like to give the deepest appreciation for them whom the researcher loves

Firstly, the sincere gratitude to the researcher's parents, Ibu Heriya and Bapak Tojo Antono, for the infinite support, love, and motivation, they are also the most influential people who help the researcher finish the research. Being your one and only daughter is the greatest pride for the researcher.

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Finally, the researcher truly realizes that this thesis has some weaknesses and needs the constructive criticisms and suggestion from the readers in order to make it perfect. Hopefully this research can be useful for the readers, especially for the students of English Literature Department.

ABSTRACT

Munawwaroh, Lu'luul. (2020). *Compliment Response Strategies of Female English Learners at Darul Lughah wal Karomah Islamic Boarding School*. Undergraduate Thesis. Department of English Literature. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Mazroatul Ishlahiyah, M.Pd.

Keywords: Compliment, Compliment Responses, Linguistic Relativity, Female English learners, Islamic Boarding School.

Compliments and compliment responses have been one of the most fascinating issues in synchronic linguistic, over the last three decades. A large number of studies on this issue have been published since the early 1970s. This research aims to investigate the types of compliment response strategies used by the female English learners at Darul Lughah wal Karomah Islamic boarding school. It also analyses the relationship between the speaker of the language and the society. It is conducted because the use of certain language by certain people determines their society of using certain language. Therefore, people with different language style can pick a different language when they spoke.

This research used descriptive qualitative research design because this research required qualitative data selection to be analyzed descriptively. The participants of this research were female English learners at Darul Lughah wal Karomah Islamic boarding school. There were 10 female English learners selected for this research based on the criteria needed for this research. These participants help the researcher in collecting the data. The data are the utterances of female English learners containing compliment response strategies taken during the class meeting. There are two theories used in this research. The theory used to analyze the type of compliment response was Holmes (2018) and the theory used to analyze the relationship between language and the society of the participants was Sapir and Whorf (2011). This research provides the conclusion of the result of the interview with the 10 participants based on the relationship between the language of the speaker and the society.

The finding of the research shows that from 100 data collected by the researcher, 52 data are in the category of ignored types, and 42 data are accepted type, from the two types above, the most dominant used is *ignore* types. Since the data of this research gained from classroom sessions, which consist of teacher and female English learners, therefore, some of female English learners tend to ignore the compliments from the teacher. The result of the interview shows that the society of this research's participant can be determined from how they respond to the compliment in the class. It is found that the female English learner has different response regarding the compliment that they receive.

The conclusion of this research is that even somebody lives in the same society, but the use of language style is different. The reason used by participants of the research determines how they use certain language. In summary, the participants of this research have a different reason. Some of them are from parent's education and some of them from the teachers in the Islamic boarding school. The most dominant reason is from the principles of the Islamic boarding school the determiner of the language used by certain people can be determined by their language style.

ABSTRAK

Munawwaroh, Lu'luul. (2020). *Strategi Respon Pujian oleh Pelajar Bahasa Inggris Wanita di Pondok Pesantren Darul Lughah wal Karomah*. Skripsi. Program Studi Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Mazroatul Ishlahiyah, M.Pd.

Kata kunci: Pujian, Respon Pujian, Sociolinguistik, Relativitas Bahasa, Pelajar Bahasa Inggris Wanita, Pondok Pesantren,

Pujian dan respon terhadap pujian telah menjadi salah satu topik paling menarik dalam sinkronik linguistik selama tiga dekade terakhir. Sejumlah besar penelitian tentang topik ini telah diterbitkan sejak awal tahun 1970-an. Penelitian ini bertujuan untuk mengetahui tipe dari respon pujian yang digunakan oleh pelajar bahasa Inggris wanita di Pondok Pesantren Darul Lughah wal Karomah. Penelitian ini juga menganalisa keterkaitan antara bahasa penutur dan lingkungan. Penelitian ini dilakukan karena penggunaan bahasa tertentu oleh setiap orang mencerminkan lingkungan mereka. Oleh karena itu, seseorang dengan gaya bahasa yang berbeda dapat menggunakan pilihan kata yang berbeda juga ketika berbicara.

Penelitian ini menggunakan metode penelitian deskriptif kualitatif, karena penelitian ini memerlukan pemilihan data kualitatif untuk dianalisis dalam bentuk deskriptif. Peserta penelitian ini adalah pelajar bahasa Inggris wanita di Pondok Pesantren Darul Lughah wal Karomah. Terdapat 10 peserta yang dipilih sesuai dengan kriteria yang dibutuhkan untuk penelitian ini. Para peserta ini membantu untuk mengumpulkan data. Data di penelitian ini merupakan ujaran dari pelajar Bahasa Inggris wanita yang mengandung respon pujian di ambil selama pertemuan kelas. Terdapat dua teori yang digunakan untuk menganalisa data. Teori tentang tipe respon pujian dianalisis menggunakan teori klasifikasi respon pujian oleh Holmes (2018) dan teori keterkaitan bahasa dan lingkungan dianalisis menggunakan Sapir and Whorf (2011). Penelitian ini juga menyajikan kesimpulan hasil wawancara dengan 10 sampel terkait dengan kaitan bahasa penutur dan lingkungan mereka.

Temuan penelitian menunjukkan bahwa dari 100 data yang dikumpulkan oleh peneliti, 52 data dikategorikan sebagai tipe penghindaran, dan 42 data tipe penerimaan, dari dua tipe di atas, yang paling dominan digunakan adalah tipe penghindaran. Karena data penelitian ini diperoleh dari sesi kelas, yang terdiri dari guru dan pelajar bahasa Inggris wanita, oleh karena itu, beberapa pelajar bahasa Inggris perempuan cenderung mengabaikan pujian dari guru. Hasil wawancara menunjukkan bahwa lingkungan peserta penelitian ini dapat ditentukan dari bagaimana cara mereka menanggapi pujian di kelas. Ditemukan bahwa pelajar bahasa Inggris wanita memiliki respon yang berbeda mengenai pujian yang mereka terima.

Kesimpulan dari penelitian ini adalah bahwa meskipun seseorang tinggal di lingkungan yang sama, namun tipe bahasa yang digunakan berbeda. Alasan yang digunakan oleh peserta penelitian menentukan bagaimana mereka menggunakan bahasa tertentu. Ringkasnya, peserta penelitian memiliki alasan berbeda. Beberapa alasan dari mereka berasal dari didikan orang tua dan beberapa dari mereka berasal dari guru di pondok pesantren. Alasan yang paling dominan adalah dari prinsip-prinsip pondok pesantren penentu bahasa yang digunakan oleh orang-orang tertentu dapat ditentukan oleh gaya bahasa mereka.

مستخلص البحث

المنورة، لؤلؤ. (2020) الإستراتيجية الإستجابة الثناء لدي التلاميذ اللغة الإنجليزية للبنات في معهد دار اللغة والكرمة. البحث الجامعي، قسم لغة الإنجليزية وأدبها. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: مزرعة الإصلاحية الماجستير.

كلمة المفتاح: الثناء، الإستجابة الثناء، اللغويات الاجتماعية، النسبية، تلاميذ لغة الإنجليزية للبنات، معهد

الثناء والإستجابة للثناء من مبحث الجذاب في اللغويات المترامنة على مدى العقود الثلاثة الماضية. صدر هذا البحث منذ عم 1970. هدف البحث لمعرفة نوع الإستجابة الثناء الذي يستخدم التلاميذ اللغة الإنجليزية للبنات في معهد دار اللغة والكرمة. يحلل هذا البحث صلة بين اللغة الناطق والبيئة. إجراء هذا البحث لأن استخدام لغة معينة من قبل الجميع يعكس بينهم. لذلك، يمكن لأي شخص لديه أسلوب لغة مختلف استخدام اختيار مختلف للكلمات عند التحدث.

يستخدم هذا البحث أسلوب البحث الوصفي النوعي، لأن هذا البحث يتطلب اختيار بيانات نوعية لتحليلها بشكل وصفي. فاعل هذا البحث هو التلاميذ اللغة الإنجليزية للبنات في معهد دار اللغة والكرمة. جمع البيانات من هذا البحث يحتاج من عشر التلاميذ. البيانات البحث هي الكلام التلاميذ اللغة الإنجليزية للبنات التي يحمل الإستجابة والثناء في فصل. يحلل بيانات البحث الذي يستخدم نظريتين. تحليل نظرية نوع إستجابة الثناء باستخدام نظرية تصنيف إستجابة الثناء بواسطة هولمز (2018). والنوع صلة اللغة والبيئة الذي يحلل نموذج سافير و ورف (2011). يعرض هذا البحث الخلاصة من المقابلة عشر التلاميذ التي تتعلق بالناطق اللغة والبيئة.

ظهر هذا البحث من 100 البيانات التي تجمع الباحث، 52 البيانات من نوع تجناب، 42 البيانات من نوع استقبال. بناء على تلك البيانات يعني من نوع تجناب الذي أكثر مستخدمة. لأن بيانات هذه البحث الحصول عليها من جلسات صفية تتكون من معلم والتلاميذ اللغة الإنجليزية. لذلك، التلميذ اللغة الإنجليزية للبنات تميل تجاهل الثناء من المعلم. ظهر نتيجة المقابلة يعني فاعل البيئة هذا البحث تحدد من كيف طريقة التلاميذ يستجيبون الثناء في فصل. يجد الباحث يعني التلاميذ اللغة الإنجليزية للبنات يملكون الإستجابة الفرق عل الثناء الذي تلقوهم.

الخلاصة هذا البحث هي أنه على الرغم من أن شخصًا ما يعيش في نفس البيئة، فإن نوع اللغة المستخدمة مختلف. تحدد الأسباب التي يستخدمها التلاميذ في البحث كيفية استخدامهم للغة معينة. باختصار، التلاميذ يملكون الحجة الفرق. بعض أسبابها تأتي من تربية الوالدين وبعضها يأتي من المعلم في المعهد. السبب الأكثر انتشارًا هو من مباد معهد أن اللغة المستخدمة من قبل أشخاص معينين يمكن تحديدها من خلال أسلوب لغتهم.

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CHAPTER I INTRODUCTION

This chapter discusses several points related to the area of the research. Those are the background of the study, research questions, objectives of the study, scope and limitation, significances of the study, the definition of key terms, previous studies, and research method (research design, research instrument, data and data source, data collection, and data analysis).

A. Background of the Study

Mey (1994) has suggested that pragmatics is a science that has something to do with language and its users. Kreidler (2002) claims pragmatics is a branch of linguistics that concerned with meaning. The main focus of pragmatics is a person's ability to derive meanings from specific kinds of speech situations – to recognize what the speaker is referring to, to relate new information to what has gone before, to interpret what is said from the speaker and the topic of discourse, and to infer or 'fill-in' information that the speaker takes for granted and doesn't bother to say. Horn and Ward (2006), they define that pragmatics has several domains, they are: implicature, presupposition, speech acts, deixis, definiteness and indefiniteness.

According to Yule (1999), speech acts serve their function once they are said or communicated. These are commonly taken to include acts such as apologizing, promising, ordering, answering, requesting, complaining, warning, inviting, refusing,

and complimenting. A compliment is aimed to motivate someone. Therefore, compliments are very important to appreciate someone's achievement or their success. Holmes (1988) stated that a compliment is an implicit or explicit speech act that connects with another speaker, commonly is the addressee for some good characteristic that is valued by the speaker or listener.

According to Al-Gamal (2017), compliments and compliment responses have been one of the most fascinating issues in synchronic linguistics over the last three decades. A large number of studies on this issue have been published since the early 1970s (Herbert, 1989; Holmes, 1986) by researchers from similar linguistic sub-fields, e.g., pragmatics, discourse analysis, sociolinguistics, etc. Most of these studies have attempted to establish an explanatory link between linguistic choices and socio-cultural integration processes. They wanted to explore how the former invokes and, at the same time, shapes the latter.

Manes and Wolfson (1981) point out that the primary function of compliments is to build and strengthen solidarity by expressing agreement or valuation. It means that the compliments are mostly used by people around the world, especially when complimenting a friend, co-workers, or even a teacher to a female English learner because of the achievements made by the female English learner. Therefore, by complementing each other it can strengthen the relationships between social beings.

According to Brown and Levinson (1987), a compliment is the main pattern of speech act that is used to express a positive politeness strategy. They explain that compliment aimed to maintain the relationship toward society. It can happen in the homestay between a friend who congrats the other friends for her nice cooking, such as” you have delicious cooking.” It is a compliment expression which shows to appreciate the perfect taste of her friend’s cooking. Unconsciously, it will encourage the friend to have a better taste for her cooking.

Hervert (1990) claims the compliment given by one to another deal with the response that is called the compliment response. A compliment has the structure of an adjacency pair. Therefore, compliment and response cannot be separated. Regarding compliment responses, Holmes (1988) in Norrick (2018) classifies compliment response strategies into three main actions: Accept, Reject, and Ignore. From this category, it can be classified that the recipient of the compliment has a choice of those several types. Therefore, the use of using particular compliments response influenced because of each person.

Based on the Sapir and Whorf (1956) hypothesis, language determines and resolves the thought and perception of its speakers. It is the relativity between language and thought. Therefore, society also shaped how people use language. The difference in the society also causes the use of different languages. However, everyone might have different society, education, so far, even if they live in the same society, but their reason will determine the use of their language.

The compliment in Islamic boarding school has differentiation from the other living places. It is because the Islamic boarding school prioritizes religious science and morals. Based on Alwi (2018), the existence of Islamic boarding schools in Indonesia, in their development are greatly influenced by surrounding community, especially in terms of education and attitude. This is because, from the very beginning, the Islamic boarding school was prepared to educate and spread Islamic teachings to the community through recitation. This research focuses on the compliment responses produced by female English learners after getting compliments from their teachers in the classroom session.

According to *Yasmadi* (2005), Islamic boarding school is categorized into two types, they are *Salafiyyah* Islamic boarding school and *Khalafiyah* Islamic Boarding School. *Salafiyyah* is an Islamic boarding school that organizes the teaching-learning process using a traditional approach. Meanwhile, *Khalafiyah* Islamic boarding school which organizes the teaching-learning process with a modern approach. Darul Lughah wal Karomah Islamic Boarding School is one of the Islamic boarding schools in Probolinggo. It is an Islamic boarding school which prioritizes the traditional approach, while the other boarding schools use modern approach. Moreover, Darul Lughah wal Karomah Islamic boarding school prioritizes the development of the languages. The use of language in the Islamic boarding is more intensive than the other Islamic boarding schools. Therefore, this Islamic boarding school is selected for this research. Moreover, the Islamic boarding school prioritizes the development of

the languages. Therefore, the use of language on the Islamic boarding school is more intensive than others.

Caroll (1956) as cited by Whorf (1956) claims that language and society cannot be separated. Somebody has grown up by using the language. The Islamic boarding female English learners also have their local style, which usually taught by their teacher in the Islamic boarding school. However, the responses of the compliment delivered by the Islamic boarding school female English learners have their uniqueness. It is because female English learners learn about moral and attitude in the Islamic boarding school.

This research focuses on the compliment response strategies used by female English learners. There were two theories used to analyzed the data. Those were from Holmes (1988) and Shapir and Whorf (1956). The first theory was used to classify the types of compliments, while the second theory used to reveal the relationship between the compliment responses and the society of female English learners.

The same topic has been conducted by several researchers before. The first research is conducted by Mohammad (2015). This research focuses on the compliment responses produced by Jordanian Arabic speakers. The second research is conducted by Rustam (2017), which focuses on revealing the female Iranian teenage EFL learners preferred to evade and reject more than male Iranian teenage EFL learners. The next research is studied by Istifci (2017) and Althigafi (2017). Both of them apply the DCT (Discourse Completion Task) and mixed method in their

research. The other research is conducted by Retnowaty (2018), she attempted to reveal how the female English learners of Balikpapan University respond to compliment. The last research is conducted by Rousan (2018), the research is aimed to reveal that acceptance is the most type of thanking response followed by denial.

The difference between this research and previous research is that this research analyzes the compliment response strategies using two theories, those are Holmes (2018) and Shapir and Whorf (2011). Those approaches are pragmatics and sociolinguistics. While the other researchers only focus on the pragmatic approach and find the types of compliments, this research also reveals the relationship of language and the use of compliment response related to the society using the sociolinguistic approach. The theory from Holmes (2018) is used to classify the pattern of compliment response by the female English learners while the Shapir and Whorf (1956) in Holmes (2011) is used to reveal the relationship between language and the society of Islamic boarding school's learners.

B. Research Questions

Considering the background of the research above, this research formulates some research questions as follows:

1. What are the types of compliment responses strategy used by female English learners at Darul Lughah wal Karomah Islamic Boarding School?

2. What are the reasons of using compliment response strategy by female English learners at Darul Lughah wal Karomah Islamic Boarding School?

C. Objectives of the Study

Concerning the research questions above, this research is intended to present the description of several objectives below:

1. To investigate the types of compliment responses strategy used by female English learners at Darul Lughah wal Karomah Islamic Boarding School.
2. To describe the reasons of using the compliment response strategy by female English learners at Darul Lughah wal Karomah Islamic Boarding School.

D. Significances of the Study

The significances of the study are to give contributions both theoretically and practically. Theoretically, the finding of the research is to give a contribution to enrich the example of compliment response in the field of sociolinguistics. It is also expected to ensure that there are several types of compliment responses used in the Islamic boarding school. It means that the society of somebody strongly influences their way of responding in compliment, especially for the Islamic boarding school female English learners.

The present research is also expected to give practical contributions. This research is expected to give more information to the English literature Department students and the students from different departments about how to respond

compliments by the female English learners of Darul Lughah wal Karomah Islamic boarding school. Specifically, this research is expected to give more information on responding to compliments related to society. Secondly, the reasons to use compliment has a strong relationship with the social life of female English learners who live in the Islamic boarding school.

E. Scope and Limitation

The scope of the research is in the field of Sociolinguistics because the researcher analyzes the utterances in the form of compliment response strategy of Islamic boarding school female English learners. To make it more detailed and focused, the researcher limits the participant of the research to the female English learners at a particular class of particular institutions at Darul Lughah wal Karomah. The female English learners are from the highest class in the institution or is usually called as “Advanced class” The highest class mostly consists of several people who have excellent skills in English. The class is also a class that is more active than other classes. Since the class is energetic, therefore, the teacher often compliments the female English learner by several compliments. The class usually leads another class in several activities. Therefore, this class has the potential criteria to be identified. The researcher only studied the compliment responses which were often used by the female English learner from the Advanced class after they get a compliment from their teacher during the class session. Then, the compliment response were analyzed regarding the social life in the Islamic boarding school.

F. Definition of Key Terms

This research has several definitions of the key terms based on the title:

1. **Compliment:** the utterance that is spoken to congratulate on the achievement.

This research studied the compliment of the teacher uttered to the students in the class.

2. **Compliment Responses:** The response of somebody after getting a compliment.

This research studied compliment responses by female English learners at Darul Lughah wal Karomah Islamic boarding school.

3. **Linguistic Relativity:** the relationship between language and society.

This research studied linguistic relativity of the female English learners and the society of Islamic boarding school.

4. **Darul Lughah wal Karomah Islamic boarding school:** an Islamic boarding school which was built by K.H Ahmad Baidlowi. The location is in Kraksaan, Probolinggo, it is a traditional Islamic boarding school.

G. Previous Studies

In this chapter, the researcher includes some related studies of compliment response. The first previous research is conducted by Mohammad (2015). The research focuses on whether the Arabic speakers of Jordanian produce an English or Arabic compliment and the pragmatic occur in their daily life, which produces

compliment responses. The research was analyzed through politeness theory by Brown & Levinson (1987), whereas the theory is very relevant if the researcher wants to have a direct interview with the subject of the research.

The next research is conducted by Rustam (2017). The research conducted DCT (Discourse Completion Test) as the instrument of collecting the data with four situational settings; these are appearance, character, ability, and possession. The methods used are qualitative and quantitative. The result of the research reveals that female Iranian teenage EFL learners preferred to evade and reject more than male Iranian teenage EFL learners. The other impressive result is that female Iranian teenage EFL learners employed an indirect communication pattern of modest acceptance, with a response “no,” which means “yes” and demonstrates consideration and politeness towards others. The theory which was used taxonomy by Herbert (1986) which finally code all the compliment response. On the other research, Discourse Completion Test is commonly used as a theory which finally is analyzed by SPSS in quantitative, but in the research, the Discourse Completion Test is only used as an instrument.

The other research is conducted by Istifci (2017) and Althigafi (2017). Both of the research conducted the DCT (Discourse Completion Task). The research by Althigafi (2017) was aimed to have quantitative data from the DCTs and combine it with qualitative since he has an interview as the instrument of data collection. Althigafi (2017) has a random participant in the research. On the other hand, Istifci

(2017) conducted the research by giving the participants a discourse completion test that consisted of 10 different compliment situations related to appearance/attire, possession and performance or ability and they were asked to write suitable compliment responses, and then the data was analyzed using SPSS by Chen and Yang 2010. Istifci (2017) and Althigafi (2017) have the same theory in the research, but they have different instruments, and the data was also different. The same research was conducted by Istifci (2017 and Althigafi (2017). They want to investigate a compliment response from the participant in the research which is native speakers. Both of the researchers have a different type of subject.

The other research is conducted by Retnowaty (2018). The participants of the research are 26 students at the University of Balikpapan in the fourth semester. The researcher conducted the theory called “Compliment Response Continuum Hypothesis by Tran (2007).” The research attempts to explore how the University of Balikpapan female English learners respond to compliment. It has been found female English learners respond to compliments in various ways. The fourth-semester female English learner mostly applied all types of compliment response strategies.

The last research is conducted by Rousan (2018). The research has a different way in the research method, and the method is also relevant for the present research, the method which is applied in the research is that the data collected through natural observation by a real-life situation. Therefore, the compliment response that is produced is natural. The theory that is used in the research is Ethnography by Dell

Hymes. The research reveals that acceptance is the most frequent type of thanking responses, followed by denial. On the other hand, non-verbal gestures and no response were the least common types among the participants. Reciprocity was the fourth most frequent type preceded by comments, which occupied the third place. As far as the length of the thanking response is concerned, the research shows that the participants used combined and straightforward types of responses. The research provides some recommendations for future research.

The difference between of this research and previous research is that this research aimed to analyze the compliment response through two approaches. The first approach is by Holmes (2018) that is used to categorize the types of compliment response used by the participant of this research. The other approach is by Sapir and Whorf (1956) as cited by Holmes (2011) about the linguistic relativity or nowadays commonly named as Whorphan hypothesis that reveals the relationship between language and society. However, the participants of this research are Islamic boarding school students. This research aims to reveal compliment response strategies often used by the female English learners and the relationship of Islamic boarding school society toward the use of English by them. Several previous kinds of research are only focused on the types of compliment response. Therefore, this research revealed a different result.

H. Research Method

This research is conducted based on the methodology, which plays an essential role in implementing this research. The first part is the design of the research. The second part is this research instrument. The third part is the explanation of the data and data source in this research, then some details of data collection. Finally, several steps were taken to analyze all data to answer these research questions.

1. Research Design

This research used descriptive qualitative research design to analyze the data. According to Cresswell (2014), a qualitative design seeks to establish the meaning of a phenomenon from the view of participants. It means it is identifying a social life-sharing group, how it develops shared patterns of behavior over time. This research used a qualitative research design because it aims to investigate and describe the type of compliment response used by female English learners at Darul Lughah wal Karomah Islamic boarding school and the relationship with the society.

2. Research Instrument

In this research, the researcher acted as the main instrument to collect the data during the research. On the other side, there are several supporting instruments, such as video recording, conversation transcript, and several interview guidelines prepared by the researcher. The detail of the interview guideline can be seen in Appendix 3.

3. Data and Data Source

The data source of this research is the female English learners from the Advanced Class of Darul Lughah wal Karomah Islamic boarding school. Meanwhile, the data of the research are the utterances of the female English learners from the Advanced class of Darul Lughah wal Karomah Islamic boarding school containing compliment responses produced after they got a compliment from the teacher.

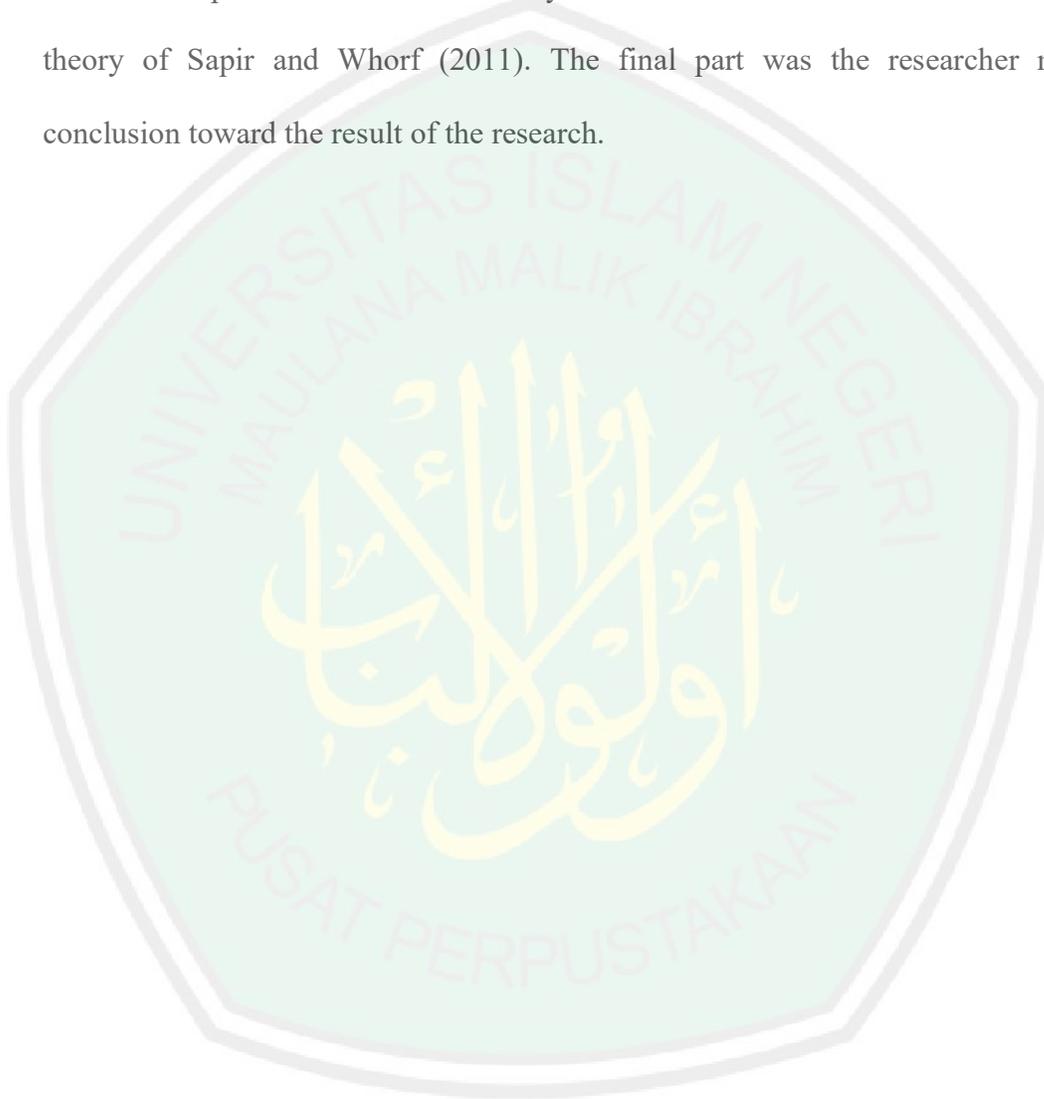
4. Data Collection

In collecting the data, the researcher did several steps. The first step was that the researcher came to the class and recorded the class activity. The second step was the researcher transcribe the conversation between the female English learners and the teacher during the class session. The fourth step was that the researcher underlined the compliment response in the conversation, based on the theory of Holmes (2018). The fifth step was that the researcher chose several students who mostly got compliments in the class. The sixth step was that the researcher interviewed the female English learners who mostly got compliments in the class. The seventh step was that the researcher transcribe the result of the interview. The data were collected in a week to find the pattern of female English learners in the Advanced class in using compliment response.

5. Data Analysis

After the researcher collected the data, the data were analyzed by doing several parts. The first step was the researcher classified the types of compliment

response based on the theory of Holmes (1988). The second step was that the researcher found the compliment response often used by the female English learners. The third step was the researcher analyzed the result of the interview based on the theory of Sapir and Whorf (2011). The final part was the researcher made a conclusion toward the result of the research.



CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher explains the theory related to the research. They are the definition of Pragmatic, the definition of speech act, the definition of compliment and compliment responses, the types of compliment responses, the relativity of language and society (Linguistic Relativity), the definition of Islamic boarding school, and the detail explanation of Darul Lughah wal Karomah Islamic boarding school and the language system.

A. Pragmatics

Pragmatics is strongly related with context or situation when something is being said, thus it is very important for the speakers to focus on the context. Leech (1983) also states that pragmatics is the study of meaning which is related to the speech situations. In accordance to Leech statement, Yule (1996) argues that pragmatics should also consider aspects of context such as who people are talking to, when, where, and under what circumstances that will determine the way they say and what they want to say.

Levinson (1983) defines that pragmatics is the study of language use, that is the study of relation between language and context which is basic to an account of language understanding which involves the making of inferences which will connect what is said to what is mutually assumed or what has been said before. Pragmatics

can also solve the problem between the speaker and the hearer, especially the problem about point of view. Leech (1983) states that pragmatics involves problem solving both from the speaker's point of view and from the hearer's point of view. The problem of speaker's point of view is how to produce an utterance which will make the result. Levinson (1985) in Sudaryat (2009) states that Pragmatics is concerned solely with performance principles of language usage and the disambiguation of sentences by the contexts in which they were spoken. Pragmatics is the study of the relation between language and the contexts that are basic to an account of language understanding. From the definition above, we can conclude that pragmatics is a branch of linguistics which concerns with language use in context and the study of meaning related to the context or situation. It explains the way language use understood well after connecting it to the situation where, when and by whom it is uttered.

This research was conducted in the social context through the utterances of the participants of the study. The study of utterances is included in the speech act in the field of pragmatic. According to Yule (1999), the speech act is an utterance that serves a function in communication. In real-life interactions, we perform speech acts when we offer an apology, greeting, request, complaint, invitation, compliment/compliment response, refusal, etc. Speakers commonly expect listeners to recognize the function or the communicative intention of the utterances they produce

and to act. The utterances that were examined in this research are in the context of compliment response uttered by the female English learners.

1. Speech Act

Yule (1999) states that speech act is a part of pragmatic discussion which relates to what a certain sentence and utterance possesses certain act within it. Speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions, making promises, and so on. In other words, we can do things with speech. The study of how people do things with speech is the study of speech acts. In studying speech acts one is acutely aware of the importance of the context of the utterance. In some circumstance there is a sheep dog in the closet is a warning, but the very same sentence may be promise or even as mere statement of fact, depending on the circumstance.

Speech act, a variety of verbal communication and also a subdivision of pragmatics, often takes place in verbal and nonverbal communication. Yule (1996) states that speech acts are a study of how the speakers and hearers use language. Bach (1979) explains that an action in verbal communication has message in itself, so the communication is not only about language but also with action. In conclusion speech act is the utterance that occurs and act refers to an action.

Holmes (1988) defines compliment as a speech act that explicitly or implicitly points out from the one to someone else. It is usually produced for praising some

good things, such as skill, possession, character, performance, etc. it is considered positively by the speaker and the receiver in the conversation. “To express politeness, the speakers generally use non-verbal and verbal way to know what they intended in communication.” These ways are named acts that are defined by Holmes (2018). She expressed that “the main idea of Brown and Levinson’s theory of politeness is because all of the acts are intrinsically threatening to the face and face is less to be attacked to FTA (Face Threatening Act), it is the theory of politeness that endow performance to decrease sharpness, so that face is made less to be attacked; to decrease the threat, each community develops a set of specific linguistic strategies and exploits them to govern the relationship between the members of the community”.

Compliments are a particular interest of the reflection and expression of cultural values because of their nature as judgments, overt expressions of admiration in another's work, or taste (Manes, 1983). They reflect a variety of cultural norms, values, in doing, serve to express and maintain those values. A Compliment can also determine the language usage of its users. As stated by Kramsch (2001) that people talk in different ways because they think differently because their language offers a way of expressing the meaning outside the world around them in different ways.

B. Compliment

The phenomenon of investigating compliment and compliment responses has undoubtedly become one of the most interesting topics in synchronic linguistics in the

last three decades Herbert (1989). There have been a large number of studies published on this topic since the early 1970s by researchers from various subfields of linguistics (e.g., Pragmatics, discourse analysis, sociolinguistics, psycholinguistics, and communication ethnography). Most of this research has sought to establish a clear relationship between linguistic choices and the socio-cultural integrative process. In other words, they try to explore how the former calls and, at the same time, is formed by the latter.

Wolfson (1983) argued that “the person gives the great majority of compliments which occur in interactions between statuses unequal in the higher position.” In this research, the data gained from the compliment that the teacher gives to several female English learners who deserve the compliment because they are active or smart in the class. Moreover, people pay compliments to start a conversation, smooth an interaction, strengthen an emotional exchange, and enhance the mutual understanding and friendship of the people who are involved in the conversation. However, when people responding to a compliment, they have their levels, such as how to respond to their teacher, friends, roommate, and others.

Manes and Wolfson (1981) suggested that one other consideration in the development of research factors influencing the pragmatics of compliment response is the nature of the interaction in which the compliment occurs. In concert, it also maintained that the social acceptability of the use of correct language is also linked to

the ability to identify the purpose of the language. The purpose of the compliment, the goal of the language use, is an important consideration in defining the response.

Herbert (1998) states that compliment has the structure of an adjacency pair operation or action chain event. Therefore, compliment and its response cannot be separated. It means that whenever people get a compliment, they will also respond to the compliment. In order for the conversation of both or more people smooth, therefore, the response is needed. Several compliment responses of each people might be different. However, people have their own choices in responding to the compliment. In general, the response toward the compliment of several people is associated with their social life. Since the use of language toward somebody determines by their society.

C. Compliment Responses

Compliment responses are used to respond to the compliment. Compliment response will not exist without a compliment spoken before it. Here is the detailed explanation of compliment responses that comes after a compliment.

1. Definition of Compliment Responses

Tripod (1999) explains that compliment response is a verbal acknowledgment that the recipient of the compliment heard and reacted to the compliment. This reaction may differ from one person to another society depending on a variety of contextual and cultural factors. Compliment responses mean a very common phrase

or sentence that people say after another person that has complimented them for possession, ability, appearance, or anything valuable for social or other reason. The existence of a compliment response is to complete compliment. Therefore, compliment and compliment response cannot be separated from one another (Herbert, 1998).

2. Types of Compliment Responses

Several experts have their particular types in classifying compliment responses. This part provides two types of compliment responses by Herbert (1990) and Holmes (2018).

Herbert (1990) found 12 types of compliments responses:

The first type is Appreciation token—A verbal or nonverbal acceptance of the compliment. The second type is Comment acceptance—single—Addressee accepts the complimentary force and offers a relevant comment on the appreciated topic. The third type is Praise upgrade—Addressee accepts the compliment and asserts that the compliment force is insufficient. The fourth type is Comment history—Addressee offers a comment on the object complimented; it shifts the force from the addressee. The fifth type is Reassignment—Addressee agrees with the compliment assertion but shifts the force to some third person or object. The sixth type is Return—As with (5) except that the praise is a return to the first speaker. The seventh type is Scale down—addressee disagrees with the complimentary force, pointing to some flaw in

the object or claiming that the praise is overstated. The eighth type is Question—addressee questions the sincerity or the appropriateness of the compliment. The ninth type is Disagreement—addressee asserts that the object compliment is not worthy of praise; the first speaker's assertion is in error. The tenth type is Qualification—weaker than (9). Addressee merely qualifies the original assertion, usually with *though*, *but*, *well*, etc. The eleventh type is No acknowledgment—addressee does not indicate having heard the compliment. He either responds with an irrelevant comment. The twelfth type is Request interpretation—addressee, consciously or not, interpret the compliment as a request rather than a simple compliment; it is not actually a compliment response

Pomerantz (1978) points out that compliment responses pose a dilemma for the recipient in that accepting the compliment and agreeing with the speaker may be seen as self-praise, while at the same time, it is impolite to disagree and reject the compliment outright. Pomerantz (1978) goes on to argue that compliment responses could be seen as solutions to this dilemma. Examination of her data on American compliment responses indicates that there are four categories of responses: acceptances, agreements, rejections, disagreements, with the last two categories accounting for the majority of responses. Pomerantz suggests that self-praise avoidance accounts for the frequency of rejections and disagreements in compliment responses.

In contrast to this, Holmes (2018) argues that many of the compliment responses, which Pomerantz considered to be "disagreements and rejections," seem to express qualified acceptance rather than outright rejection. Holmes's findings suggest that this avoidance strategy of changing the topic or focus is most likely to be used if a compliment is experienced as embarrassing. Her analysis of the distribution of New Zealand compliment responses reveals that the most common response to a compliment is to accept it, with the next most frequent response being to deflect the credit; it is relatively rarely that New Zealanders overtly reject compliments.

According to Holmes (2018), she defines the response of compliment into three parts: Accept, Reject, and Evade. Each category has its own explanation; here are the categories for each type.

a. Accept

The first category is "accepting". This part has a particular category that convinces that the subject of the research accepts the compliment even if they don't say "yes" directly or sometimes expressing through body language. The "accept" type happens when the receiver of compliment feeling great about the compliment that they receive. This type has a characteristic that sometimes the receiver smile or saying thanks or complimenting back the opposite speaker, this idea is from Holmes (2018).

The accept type consists of four categories, as follows:

1) Appreciation token

Appreciation token means that the receiver of compliment appreciates the compliment. The receiver feels that they deserve the compliment. In addition, this category commonly has a short response of compliment, such as giving a smile or saying thanks to the opposite speaker. e.g., Thanks, Yes or smile

2) Agreeing utterance

Agreeing utterance means that the receiver of compliments agrees about the compliments for them. The receiver of compliments usually responds to the compliment by saying such a nice thing for the opposite speaker. It explains that the receiver of the compliment feels comfortable for the compliment: e.g., I think it's lovely.

3) Downgrading or qualifying utterance

No one remained silent after receiving a compliment. However, this does not mean that the participant of the research did not reject, rather they resorted to verbal responses such as downgrade and question. Downgrading or qualifying utterance is when the receiver of compliment qualifies the compliment force/compliment assertion or downplays the object of the compliment. e.g., It's not too bad, isn't it?

4) **Return compliment**

Return compliment is when the receiver of compliment reciprocates the act of complimenting by paying back the compliment to the speaker of compliment. When the receiver of compliment returns, their compliments mean that they do the same thing to someone else as that person has done to them. It is possible that the speaker of compliment may have the same as the receiver, for example when someone complimented for their beautiful appearance, the receiver of compliment will repay the compliment with such 'you're beautiful as well': e.g. You're looking good too.

b. **Reject**

According to Holmes (2018), rejection happens when the receiver of compliment feels inappropriate because of the relationship between the participants. It is possible that the receivers of compliment do not feel nice for the compliment. Rejection's category is divided into three categories, as follows:

1) **Disagreeing utterance**

The disagreeing utterance is when the receiver of compliment disagrees the utterances from the speaker of compliment and reject the compliment.: e.g. I am afraid I don't like it much

2) **Question accuracy**

Question accuracy is when the receiver of compliment questioning the truth of compliment to reject it, the receiver of compliments doesn't feel convenience about the compliment from the speaker: e.g., is beautiful the right word?

3) **Challenge compliment's sincerity**

Challenge compliment's sincerity is the receiver of compliments do not really sure that the speaker compliments them sincerely, therefore the receiver of compliment rejects it by challenging the compliment's sincerity toward the speaker of compliment: e.g., You don't really mean that

c. **Ignore**

Holmes (2018) explains the 'ignore' type is the most interesting type in many ways. The receiver of compliment avoids accepting the attribution of credit in a variety of ways: by deflecting or shifting the credit elsewhere or by evading acknowledgment of the positive effect expressed by the speaker of compliment. The 'ignore' type consists of five categories as well.

1) **Shift Credit**

Shifting credit is a method used receiver of compliment alike to give credit to someone else other than themselves, sometimes they even shift it to the speaker of compliment. Usually, the recipients shift credit when they think that they don't

deserve the credit, and that is worthy of giving credit to the person who deserves it.:

e.g., my mother knitted it

2) **Informative Comment**

An informative comment is a compliment response that contains relevant information to the compliment. This type used to give additional information to the speaker of compliment in order the speaker forgets the compliment for the receiver e.g. I bought it at that Vibrant Knits places

3) **Ignorance**

Ignorance means the receiver of compliment changes the topic of conversation while getting a compliment. This evasion can be achieved by providing a semantically relevant informative response, which simply ignores the positive effect expressed by the compliment, or it is sometimes achieved less satisfactorily in terms of a skillful conversation by a response that simply ignores the compliment and changes the topic. Closely related to the "ignore" response, though not so obviously an evasion or avoidance by the recipient, there is a small group of compliments where the speaker of compliment provides the addressee with an out by following the compliment with another utterance which permits the recipient to avoid responding to it. e.g. it's a time we're leaving, isn't it?

4) **Legitimate evasion**

Legitimate evasion is the response shown to the following utterances that enable the listener to avoid the necessity to respond to the compliment, legitimate evasion is also when the recipient requests the speaker of compliment to repeat the compliment in some way. The implication is that modesty prevents the recipient's accepting the compliment yet the recipient does not wish to reject it outright. This is a risky strategy to the extent that it could be heard as questioning the speaker's sincerity or veracity: e.g. you know that shop in the north street.

5) **Request reassurance**

Request reassurance is when the receiver of the compliment questions the compliment to the speaker. The receiver of compliment is asking the truth about the compliment to the speaker: e.g. do you really think so?

From the explanation above, it is found that when somebody receiving their compliments, they have several categories for each way whether to accept or to reject. It assumes that not everyone who rejects compliment says “no” and not everyone who accepts compliments says “yes” the receivers of compliments are able to express their response by using body language or return the compliment by several different sentences. While those who ignore, sometimes questioning the compliment they get because of their reason whether they feel shy or something else. Just like the example above.

In conclusion, there are many types of compliment responses according to some experts. However, the most compatible theory to this research is by Holmes (2018) therefore, the theory conducted in this research is aimed to reveal the types of compliment responses used by the participants of the research. After finding the common use of compliment responses, this research aims to explore the relationship between the use of compliment response and the social life of the user which is analyzed using Whorphan hypotheses (2011) or commonly called as Linguistic Relativity.

D. Linguistic Relativity

The existence of language cannot be separated from society, and this phenomenon is commonly discussed in sociolinguistics. Yule (2010) stated that sociolinguistics is part of a research that focuses on languages related to social. It is ordinarily explored in the field of language, society, and things that are related to social sciences. Therefore, the use of certain language toward somebody is determined by their society which shapes them in their first place, this definition is commonly known as sociolinguistic.

A primary aim of sociolinguistics is to consider language variation and change concerning social factors and effects. Weinreichian (2010) stated that sociolinguistic is the learning of language regarding society because, without society, humans would not have languages. The society also gives much influence toward somebody regarding the way they use their languages. As cited by Carroll (1956), the

existence of language toward somebody determines their society, and it is also applicable to the use of compliment and compliment responses toward somebody.

According to Holmes (2013), sociolinguistic is learning the relationship between language and society. Sociolinguistics is interested in explaining why we speak differently in different social contexts and concerned with identifying the social functions of language and the ways it is used to convey social meaning. This idea implies that sociolinguistics examines the way people use language in different social contexts, which provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through their language. The Sapir and Whorf Hypothesis is a Hypothesis that was developed by Benjamin Lee Whorf (1897 - 1941) and derived from the teacher's linguistic approach, Edward and Shapir (1884 - 1939). This hypothesis shows that a language determines and resolves the thoughts and perceptions of its speakers. Whorf himself called this seeing "the principle of linguistic relativity."

As a result, the Sapir-Whorf hypothesis is indeed the theory of the relationship between language and thought explained in its most explicit form by the American anthropologist Edward Sapir (1884-1939) and Benjamin Lee Whorf (1897-1941). This hypothesis is also known as the theory of linguistic relativity. The main idea in this hypothesis, as Whorf (1952) said, that every human being views the world in his own language. In other words, just as time, space, and mass (according to

Einstein) can only be defined in terms of a system of relations, human knowledge arises only concerning the semantic and structural possibilities of natural language.

Moreover, the Sapir and Whorf hypothesis (Sapir 1921) consisted of two consistent and integrated ingredients as follows:

Linguistic Relativity: In accordance with linguistic relativity, languages that are entirely different in vocabulary and their structure, place, and convey meanings and meanings of different society. This belief, indeed, states that the way people perceive the world is determined in whole or in part by their mother tongue structure.

The theory of linguistic relativity states that different society interpret the world in different ways and that languages encode these differences. Some societies will perceive all water as being the same, while others will see it important differences between kinds of water, such as rain, floodwater, still water. The term relativity refers to the idea that there is no absolute or natural way to label the world. We label the world according to our perception of it and that perception is relative. Language differences will make different thoughts of the speaker of the language.

Linguistic Determinism: In proportion to linguistic determinism in versions, models, and strong samples of thought and observation and understanding of reality are resolved, agreed upon, and discovered by people of language.

The theory of linguistic determinism states that not only does our perception of the world influence our language, but the language we use affects how we think.

Once a linguistic system is in a place that influences how members of that speech community talk about and interpret their world. The life of people in society is established due to the habits and the characteristics of the language they use. Therefore, there is no language which is the same representing the different society. Every language of society has established its own world for its language speakers. So, the number of people in this world is the same as the number of languages that exist. What we see, hear, and experience, and do is due to the habits of our language.

The present research focuses on the discussion of “Linguistic Relativity”. The exploration discusses the use of compliment response and the relationship with the society of the language speaker. As explained above, the Whorphan hypotheses claimed that the existence of language is strongly associated with the society. Language is created and developed all the time. Society of the speaker influences how the speaker is producing a certain language. The certain society of each speaker determines their languages, those societies shaped how people pick their language to use.

E. Islamic Boarding School

1) Islamic Boarding School in General

The modern era of reform and globalization has led to a shift in people's life behavior, which results in various social changes that not only involve the outward aspects but also affect religious value. Shihab (1992) stated that each society has

different characteristics and views, those who move about it, which gave birth to his character and his distinctive personality. The implementation of Islamic teachings in daily life, well-realized, and sustainable in personal and community life that started from the family.

Islamic Boarding School in general, has similarities between one another, namely the existence of similarities in ideology and similarities about the same teaching methods, thus making the Islamic boarding school have significant strengths and can be calculated by anyone. Alwi (2018) stated that the existence of the Islamic boarding school as an educational institution, also as propaganda and social, religious institutions. The strength possessed by the Islamic boarding school is recognized by the surrounding community with a boarding system. *Santri* receives religious education through the learning system or madrasah, which is entirely under the sovereignty of *kyai* leadership, with charismatic and independent characteristics in all respects. The development of Islamic boarding school education is a manifestation of the community's need for an alternative education system.

The female English learners of Islamic boarding schools tend to have their uniqueness. They learn English in their own way and not leaving their identity as the Islamic boarding school female English learner. Therefore, their way of producing English is strongly associated with their society. Even though female English learners are smart in English, their identity is not like western people. Besides, Alwi (2018)

argued that female English learners defend their identity as the Islamic boarding Learners who prioritize the attitude rather than the knowledge.

According to Makmun (2016), one of the educational institutions that allegedly has long been implementing character education is a boarding school. Islamic Boarding School, as one of the indigenous Indonesian sub-systems of National Education, is even seen by many as having special advantages and characteristics in applying character education for their learners (*santri*). Such a view seems to stem from the fact that: Islamic boarding schools are more likely to shape the character of their female English learners because this educational institution uses a dormitory system that allows it to apply the values and world views it adopts in the daily lives of *santri*.

Zarkasyi (1990) claimed that Islamic boarding school is an Islamic educational institution with a dormitory system and in their acts as an educator and central figure of the *kyai*, or master teacher, and there are Learners, dormitories, rooms, and mosques as the center. In addition, several Islamic boarding schools have their own systems. Several systems of Islamic boarding school are developing languages, holy books (*Kitab Kuning*), memorizing Al-Qur'an, and modernity. Several Islamic boarding schools in Probolinggo has a different system. There are Islamic boarding schools which use a modern system such as Zainul Hasan, and Nurul Jadid both of the Islamic boarding school has their own university. While the

Islamic boarding schools that develop languages are Darul Lughah wal Karomah and *Masduqiyah*. There are also Nurul Qur'an, which prioritizes memorizing Al-Qur'an.

Darul Lughah wal Karomah and *Masduqiyah* are an Islamic boarding school that uses language development as one of the systems. However, these two Islamic boarding school has its own differences. *Masduqiyah* is a bit modern rather than Darul Lughah wal Karomah. The Islamic boarding school of Darul Lughah wal Karomah is appropriate with this research. It is because female English learners are very traditional and language development is very dynamic according to everyday activity.

2) **Darul Lughah Wal Karomah**

Darul Lughah wal Karomah is one of Islamic Boarding Schools at Probolinggo, especially at Kraksaan city. This Islamic boarding school has its own traditional characteristic, which makes it different than the other Islamic boarding school. Darul Lughah wal Karomah is one of the Islamic boarding schools which not provide a university. This Islamic boarding school maintains its traditional way of developing the education system. Yasmadi (2005) also defines the traditional Islamic boarding school as Salafiyyah Islamic boarding school.

Darul Lughah wal Karomah Islamic boarding school prioritizes the traditional approach. While the other boarding schools evolve in a modern way. That is why this Islamic boarding school is appropriate for this research. Moreover, this Islamic

boarding school prioritizes the development of the languages. Therefore, the use of language in this Islamic boarding is more intensive than the other. It is because this Islamic boarding school has a particular program for language development that is English and Arabic.

The female English learners of the English program have their additional activity aside from the Islamic boarding school activity. They have more classes which consist of English activities. This research conducted the female English learners of English program from the participant of this research by examining their use of compliment response and the relativity with their languages. The selected class as the subject of this research is the highest one, namely “advanced class” this class is appropriate for this research because it consists of active female English learner

CHAPTER III FINDINGS AND DISCUSSION

This chapter consists of findings and discussion. The findings are discussed to answer the research questions. These are the types of compliment responses by Holmes's classification (2018) and the theory of language and society that associated each other Whorphan's hypotheses (2011). They are discussed based on the data in the utterances by female English learners at Darul Lughah Wal Karomah Islamic boarding school. The next part is discussion based on the analysis of data findings.

A. Findings

In this research, the researcher found 100 data that contain compliments and compliment responses based on Holmes (2018). The data of this research show that there were 58 data of the *ignore* types used by the participant of this research, while the *accept* types consist of 42 data used by the participant of this research. The last type was *rejection*, this type was not used by the participant of this research. The types of compliment responses were analyzed by using Holmes's classification of compliment responses (2018) that consist of 3 types.

After analyzing the data found in the utterances of female English learners at Darul Lughah wal Karomah Islamic Boarding School, most of the female English learners responded to the teacher's compliment after they did the exercise in the class.

Moreover, the teacher gave compliments to the female English learner to strengthen the solidarity that occurred in the class between the teacher and the female English learners.

The next part explains the detailed type of compliment responses and its example of the participant of this research based on Holmes (2018)'s classification of compliment responses. In this part, the researcher provides several types by giving an example of several data, but the whole result of compliment and compliment response is in Appendix 2.

1. Types of Compliment Responses

The types of compliment responses used by the participants of this research consist of two types, they were *accept* and *ignore*. The detailed explanation is as follows:

a. Accept

The “accept” type happened when the receiver of compliment felt great about the compliment that they received. Holmes (2018) states this type has a characteristic that sometimes the receiver smile or say ‘thanks’ or complimenting back the opposite speaker. Some of the female English learners in this research felt motivated by getting a compliment or felt more powerful for their work in the class.

The *accept* type consists of four categories as follows: appreciation token, agreeing utterance, downgrading or qualifying utterances, return compliment. Each

category has its characteristic, the main was that the receiver of compliment agrees about the compliment for themselves. The researcher found 42 data categorized as *accept* types which are divided into four parts. Those are: 17 data of Appreciation token, 15 data of agreeing utterance, 3 data of downgrading/ qualifying utterances, 5 data of return compliment. Here are the detailed explanation and examples of each category.

1) **Appreciation Token**

Appreciation token means that the receiver of compliment appreciates the compliment. The receivers feel that they deserve the compliment. In addition, this category commonly has a short response of compliment, such as giving a smile or saying ‘thanks’ to the opposite speaker. Here is an example from the participant of this research.

Datum 1:

Female English Learner 2: “Here is my work Miss.”

Teacher: “Yes, please” (take the book and check the female English Learner’s work)

Teacher: “**Good Job Dear, keep fighting.**”

Female English Learner 2: “**Thank you, Miss.**”.

The conversation happened in the classroom since the datum of this research was gained from the classroom session. The participants of the conversation were female English learner and the teacher. The female English learner collected her work to the teacher on the desk. Furthermore, the teacher checked up on the female English learner result. The teacher satisfied with the result of the female English learner therefore, she complimented the female English learners. Finally, the female English

learner responded to the compliment and she accepted the compliment as written in the conversation. The category was used by the female English learner was by saying *thank you* and left.

The female English learner felt so grateful that she did the work given by the teacher. The other female English learners were doing their works. Moreover, the teacher complimented her for her good work. The teacher employed such a compliment “Good job dear, keep fighting” for the female English learner after collecting their work to show her positive remark about the female English learner’s good performance. Spontaneity was usually linked with the originality of expression. In this case, the teacher gave a compliment for her female English learner with pleasure. The compliment was included the topic of appearance since the complimented object referred to the female English learner’s work.

Based on the explanation above, the teacher felt happy. She was proud of her female English learners who did a good job. She felt happy by saying that expressions of a compliment for her female English learner spontaneously. Thus, it could be concluded that the function of a compliment was to express admiration and approval.

The receiver of the compliment was the female English learner. The response regarding the compliment was appreciation token. Appreciation token is one of compliment response types by Holmes (2018) that refers to the acceptance of the compliment by saying ‘thank you’ or ‘thank. So, the compliment can be accepted by

the receiver of the compliment. While the non-verbal responses of appreciation token can be shown by giving a smile or nodded toward the opposite speaker.

Datum 2:

Female English Learner 12: [Come forward and write an example]

Teacher: **“Good job”**

Female English Learner 12: **“smile and nodded.”**

The conversation happened in the classroom since the data of this research was gained from the classroom session. The participants of the conversation were female English learners and the teacher. The female English learners did the assignment by writing on the whiteboard. Furthermore, the teacher checked up on the female English learner result. The teacher satisfied with the result of the female English learner; therefore, she complimented the female English learners. Finally, the female English learner responded to the compliment and she accepted by using body language that was smile and nodded. The response used by the female English learner was one of appreciation token category.

The female English learner came forward confidently and wrote the assignment on the white board as told by the teacher. The teacher was proud of the female English learner's assignment and then complimented her for the reward. A compliment was not an ordinary reward, this reward was able to make the female English learner felt more confident in doing assignments. Moreover, by giving a compliment towards one another, it made both of the receiver and speaker strengthen

their relationship. The female English learner accepted the compliment through body language.

The response was used by the female English learner by smiling and nodding, it indicated that the female English learner agreed about the compliment that she received. Besides, answering by body language is one of the appreciation token categories, whether it smiled, nodded, and another agreeing compliment sign. It explained that the receiver of compliment felt nice after getting a certain compliment from the speaker.

There were many types of appreciation token in the data since this research collected the data from six meetings in a week and found 42 data that consist of compliment responses in accept type and 17 data of appreciation token types. The conversation above is representative of all the same type of appreciation token because some of the conversations had the same compliment responses from appreciation token type. Therefore, the same data were represented to make it easier for readers to understand and avoid misunderstanding. The whole analysis of compliment responses classified as appreciation token can be seen in Appendix 2.

2) Agreeing Utterance

Agreeing utterance means that the receiver of compliments agrees about the compliments for them. The receiver of compliments usually responds to the compliment by saying such a nice thing for the opposite speaker. It explains that the

receiver of the compliment feels comfortable for the compliment. The following data are the example of agreeing to utterances used by the participant of this research after getting compliment from their teacher.

Datum 3:

Female English Learner 1: (come forward) "I have done your task, Miss. Here it is."
(give the book)

Teacher: "Ok, let me see" (check-up the result)

Teacher: **"You always give me your best result. Thank you."**

Female English Learner 1: **"You're welcome Miss, I will do much better for you."**
(leave the teacher and back to the chair)

The conversation happened in the classroom. The participants were female English learners and the teacher. The female English learners collected their works to the teacher on the desk. Furthermore, the teacher checked up on the female English learner result. The teacher was proud of the female English learner's result, therefore she complimented the female English learners. Finally, the female English learner responded to the compliment and she accepted the compliment as written in the conversation. The category used by the female English Learner was by saying a nice word to comfort the teacher's the opposite speaker who gives the compliment.

The female English learner felt so happy to be complimented by the teacher. Moreover, the teacher was smiling while complimented the female English learner. The female English learner also felt happy because she did her work from the teacher. The teacher complimented the female English learner unconsciously, it made the female English learner felt confident about her work and respected the compliment from the teacher. The compliment mentioned by the teacher was "You always give

me your best result, thank you”. It indicates that the female English learner is always making good work. Therefore, the teacher says such words.

The response used by the female English learner is categorized as agreeing utterances. The chosen word used by the female English learner was “Thank you Miss, I will do much better for you”. The female English learner responded to the compliment by saying a nice word to comfort the opposite speaker who gave her a compliment. Another reason that the female English learner agreed to the compliment was that she felt appropriate for the compliment from her teacher.

In this part, the female English learner as the receivers of the compliment while the teacher who give a compliment. There were many types of compliment responses in the data that are categorized as ‘agreeing utterances’, but the displayed data was chosen, it is because the different conversation has the same explanation regarding the ‘agreeing utterances’ type. Therefore, the displayed data represented the same data to make the analysis clear and easy to be understood.

From 42 data of ‘accept’ type, the researcher found 15 data of ‘agreeing utterances’ type used by the participant of this research. This type found in six meetings during collecting the data. However, the use of this type is not as often as the ‘appreciation token’ type. The whole analysis of compliment responses classified as agreeing utterance can be seen in Appendix 3

3) **Downgrading or qualifying utterance**

No one remained silent after receiving a compliment. However, this does not mean that the participant of the research did not reject, rather they resorted to verbal responses such as downgrade and question. Downgrading or qualifying utterance is when the receiver of compliment qualifies the compliment force/compliment assertion or downplays the object of the compliment.

Datum 4:

Teacher: **“Congratulation, you put in the effort to success.”**

Female English Learner 9: **“It such a pleasure, isn’t it Miss.”**

The conversation happened in the classroom. It happened in the fourth meeting. The participants were the female English learner and the teacher. The female English learner collected her works to the teacher on the desk. Furthermore, the teacher checked up on the female English learner result. The teacher complimented the female English learner for her result. Finally, the female English learner responded to the compliment and she accepted the compliment as written in the conversation. The category was used by the female English learner was by qualifying the compliment toward the opposite speaker which categorized as a downgrade of qualifies the compliment.

The female English learner did the exercise given by the teacher, the teacher felt so satisfied with the result of the exercise made by the female English learner. The female English learner was the receiver of compliment, while the teacher was the

person who complimented the female English learner. Unconsciously, the compliment was given by the teacher to make the female English learner more comfortable, therefore, she put her effort more in doing the other exercise from the teacher. However, one of the compliment's aim is to strengthen solidarity between the receiver and the giver. Furthermore, the teacher and the female English learner make better solidarity by expressing compliment and its responses to one another.

In this part, the compliment responses were used by the female English learners categorized as 'downgrading or qualifying compliment', this part is usually ended up with qualifying the compliment, such as written in the conversation above. By qualifying the compliment, it did not mean that the female English learner rejected the compliment, but the female English learner accepted the compliment that they received. The female English learner qualifies the compliment to make sure that the compliment was right for her, therefore qualifying was the proper way.

This type is not only ended up by qualifying the compliment to the opposite speaker, but the receiver of compliment is also able to downgrade the compliment that they receive from the speaker of compliment. From six meetings, there were some compliment responses similar to this type of compliment response. However, to represent all the same data, the researcher discussed similar data with one discussion. In order to make it simple and easy to understand by the reader.

During six meetings, the data found was three. They were from the third and fourth meetings. Compared to the first and second of accept type, this type was rarely

used. The whole analysis of compliment responses classified as downgrading/qualifying utterance can be seen in Appendix 4.

4) Return Compliment

The receiver of compliment reciprocates the act of complimenting by paying back the compliment to the speaker of compliment. When the receiver of compliment returns the compliments means that they do the same thing to someone else as that person has done to them. It is possible that the speaker of compliment may have the same as the receiver, for example when someone complimented for their beautiful appearance, the receiver of compliment will repay the compliment with such 'you're beautiful as well'. Here is the example of return compliment types by the participant of this research.

Datum 5:

Female English Learner 8: [come forward and write an example]

Teacher: **"Your words are gorgeous!"**

Female English Learner 8: **"Yours are even more."**

The conversation happened in the classroom session, participated by the female English learner, and the teacher in the third meeting. The female English learner wanted to do an exercise by raising her hand then finally came forward and filled the exercise on the whiteboard. After giving an example, the female English learner got a compliment from the teacher and responses by the female English learner such in the conversation. The compliment response used by the female

English learner was categorized as a type of return compliment by Holmes classification of compliment responses (2018)

The words were created by the female English made the teacher proud of her works. The female English learner felt so wonderful about it. The female English learner as the receiver of a compliment while the teacher was who give the compliment by the female English learner. The female English learner felt much better after getting a compliment given by the teacher, it showed that the compliment strengthened their relationship as teacher and female English Learner. However, this phenomenon is one of the compliment's aims as explained in the previous chapter.

The female English learner was the receiver of the compliment in the conversation. The compliment response was used by the female English learner categorized as a type of 'return compliment because the chosen word was used by the female English learner for the teacher was 'your words are even more'. The female English learner returned the compliment to the teacher as the person who complimented the female English learner. In this type, the receiver of compliment commonly returns the compliment to the opposite speaker as long as the compliment is related to their topic of conversation.

During the six meetings in collecting the data, the researcher found 5 types of compliment responses by returning the compliment, it was common to return compliment since this data taken in the classroom session and participated by the teacher and the female English learners. However, the same data discussed once in

order to make it simple. Therefore, the chosen data was the most appropriate one to represent similar data. The whole analysis of compliment responses classified as return compliment can be seen in appendix 5

b. Ignore

Holmes (2018) explains the 'ignore' type is the most interesting type in many ways. The receiver of compliment ignores accepting the attribution of credit in a variety of ways: by deflecting or shifting the credit elsewhere or by evading acknowledgment of the positive effect expressed by the speaker of compliment. This evasion can be achieved by providing a semantically relevant informative response which simply ignores the positive effect expressed by the compliment, or it is sometimes achieved less satisfactorily in terms of a skillful conversation by a response that simply ignores the compliment and changes the topic. Closely related to the "ignore" response, though not so obviously an evasion or avoidance by the recipient, there is a small group of compliments where the speaker of compliment provides the addressee with an out by following the compliment with another utterance which permits the recipient to avoid responding to it.

In general, someone who ignores the compliment from the opposite speakers because they do not feel nice about the compliment that they receive. Otherwise, in this research when the receiver of compliment is ignoring their compliment, it does not mean that they do not feel comfortable or feel disturbed. The data are taken from the teacher and the female English learners in the classroom situation and the female

English learner as the receiver of compliment, therefore, such a thing is impossible to happen in this research.

The 'ignore' types consist of five categories as well. They are: Shift Credit, Informative Comment, Ignore, Legitimate evasion, Request reassurance/repetition. When somebody ignores the compliment, according to Holmes (2018), they have several choices as well. Whether, to credit their compliment response, giving such an informative response to help them ignoring the compliment or reassurance and legitimate the compliment that they receive from their opposite speaker. Each category has its explanation. Here are the detailed explanation and examples of each category.

The ignore type consists of five categories as follows: shift credit, informative comment, ignorance, legitimate evasion, request, or reassurance. The researcher found 58 types of accept category which are divided into five parts. These are: 3 data of shift credit, 15 data of informative comment, 19 data of ignorance, 11 data of legitimate evasion, 9 data of request / reassurance. Here are the detailed explanations and examples of each category

1) **Shift Credit**

Shifting credit is a method used receiver of compliment alike to give credit to someone else other than themselves, sometimes they even shift it to the speaker of compliment. Usually, the recipients shift credit when they think that they don't

deserve the credit and that is worthy to give the credit to the person who deserves it. Here is the example of shifting credit by the participant of this research in responding to the compliment from the teacher.

Datum 1:

Female English Learner 3: “I will collect my task, Miss” (giving the book to the teacher)

Teacher: “Yes,” (take the book and check it up)

Teacher: “**How good your sentences is**” (smile)

Female English Learner 3: **My friend taught me in arranging it, Miss (back to the seat)**

The conversation took place in the classroom at the first meeting between the teacher and the female English learner. The female English learner wanted to collect the task and came forward to the teacher. The teacher checked the female English learner’s assignment. After checking the assignment, the teacher complimented the female English learner. She felt shy to be complimented by the teacher in front of her classmates and she ignored the compliment by saying such things as written in the conversation to the teacher. The female English learner ignored the compliment by shifting the topic of the conversation.

The female English learner felt shy to be complimented by the teacher then, she ignored the compliment given by the teacher. However, feeling shy in accepting a compliment is common, especially between a teacher and a female English learner. Besides, the teacher compliments the female English learner to show that the female English learner has done the best in the class. Otherwise, the female English learner

felt that she did not deserve the compliment because she felt that it was ordinary to do the task given as exercise. It meant the female English learner ignored the compliment was not because she did not feel comfortable in the teacher's compliment. But she was questioning her ability whether the compliment was right for her or not.

The female English learner as the receiver of compliment, compliment responses used by the female English learner was categorized as shift credit, it was based on the female English learner response that she said such sentence, "My friends taught me in arranging it". The teacher complimented the female English learner for her good sentences and the female English learner response that her friend taught her for it. However, the female English learner shifted the topic of compliment by giving a credit to another person, as the female English learner responses to the teacher that she got good sentences because her friend taught her, this reason was used to ignore the compliment from the opposite speaker.

From the whole data of compliment responses in ignore type, there are 3 types of shift credit found by the researcher. But the displayed data was chosen only one, to make the analysis easy to understand. The other 2 data were similar and has the same explanation with the explained data. The whole analysis of compliment responses classified as shift credit can be seen in appendix 6.

2) Informative Comment

An informative comment is a compliment response that contains relevant information to the compliment. This type used to give additional information to the speaker of compliment in order the speaker forgets the compliment for the receiver. Here is the example of an informative comment used by the participant of this research in ignoring a compliment.

Datum 2:

Female English Learner 14: "I will collect my assignment" (give the book to the teacher)

Teacher: "Yes" (take the book and see the female English Learner's work)

Teacher: "**Your words are always impressive**"

Female English Learner 14: "**I find these words while reading magazines, Miss**" (back to the seat)

The conversation happened in the classroom in the first meeting, participated by the female English learner and the teacher. The female English learner collected her works to the teacher on the desk. Furthermore, the teacher checked up on the female English learner result. The teacher satisfied with the result of the female English learner therefore, she complimented the female English learners. Finally, the female English learner responded to the compliment and she accepted the compliment as written in the conversation. The category that was used by the female English learner was ignoring the compliment by giving information related to the compliment

The female English learner did the task properly. Therefore, she complimented by the teacher for her impressive words. The teacher told the female English learner that she had her impressive words, it meant that the female English learner always gave the teacher's interesting words in the exercise. The teacher complimented the female English learner spontaneously after checking the female English learner's work. Commonly, the female English learner who got a compliment from the teacher was motivated and felt happy. However, the participant of this research was ignoring the compliment by giving relevant information regarding the compliment.

In this part, the female English learner was the receiver of compliment. The responses used by the female English learner was an informative comment, the female English learner gave information that relevant to the compliment to the teacher. The teacher as the speaker of compliment respected the female English learner works by supporting and giving such good sentences. It is parallel that the function of compliment is to reinforce solidarity between the speaker and the receiver. Even if the female English learner ignores the compliment, their solidarity has been strengthened.

There are 15 types of informative comments found by the researcher. The conversation in the table below is representative of all the same type of informative comments because some of the conversations have the same compliment responses from informative comment type. Therefore, the same data are represented in order to

make it easier for readers to understand and avoid misunderstanding. The whole analysis of compliment responses classified as informative comment can be seen in appendix 7.

3) Ignorance

Ignorance means the receiver of compliment changed the topic of conversation while getting a compliment. This evasion can be achieved by providing a semantically relevant informative response which simply ignores the positive effect expressed by the compliment, or it is sometimes achieved less satisfactorily in terms of a skillful conversation by a response that simply ignores the compliment and changes the topic. Closely related to the "ignore" response, though not so obviously an evasion or avoidance by the recipient, there is a small group of compliments where the speaker of compliment provides the addressee with an out by following the compliment with another utterance which permits the recipient to avoid responding to it.

Datum 3:

Teacher: "Ok, let's continue the next exercise. Give me an example of preference by 'would rather' as the formula"

Female English Learner 2: "I will, Miss" [raises her hand]

Teacher: "Yes, please"

Female English Learner 2: "I would rather speak Korean than Japanese"

Teacher: "**How you always fast in answering questions in the class**"

Female English Learner 2: "**I think, I am only lucky at this time Miss**"

The conversation happened in the classroom since the data of this research gained from the classroom session. The participant of the conversation was a female

English learner and the teacher. Those who wanted to make an example of the exercise raised her hand. The teacher proud of the result of the female English learner, therefore she complimented the female English learners. Finally, the female English learner responded to the compliment and she ignored the compliment as written in the conversation. The category that is used by the female English learner was ignoring the compliment by talking another topic rather than the compliment.

Answering exercise by raising a hand was not as easy as writing on the whiteboard. However, the certain female English learner answered the exercise confidently and made her teacher was proud of her words. In this session, the exercise was done in a spoken session, this session also revealed the spoken skill of each female English learner while the other exercises done in a written session. The female English learner gave a proper example toward the teacher. Furthermore, the teacher complimented the female English learner which finally ignored by switching the topic in the conversation. The female English learner was back to her seat and left the teacher.

The female English learner as the receiver of the compliment, the compliment response used by the female English learner was ignorance. The female English learner did not agree or disagree about the compliment given by the teacher, it was explained in the conversation that written like this “I think, I am only lucky this time”. The female English learner believed that at the time she got her luck. It meant that she did not feel right about the compliment given by the teacher. The user of

'ignorance' types was usually ignored their compliment by talking such different topics to make the speaker of compliment did not talk about the compliment anymore.

In this research, the researcher found 19 types of ignorance. The displayed data is represented to make it easier to understand. Besides, several data have the same explanation regarding ignorance. The whole analysis of compliment responses classified as ignorance can be seen in appendix 8.

4) Legitimate evasion

Legitimate evasion is the response shown due to the following utterances that enable the listener to avoid the necessity to respond to the compliment, legitimate evasion is also when the recipient requests the speaker of compliment to repeat the compliment in some way. The implication is that modesty prevents the recipient's accepted the compliment yet the recipient does not wish to reject it outright. This is a risky strategy to the extent that it could be heard as questioning the speaker's sincerity or veracity

Datum 4:

Teacher: "Next please, you who wear pink clothes"

Female English Learner 4: "Yes, Miss"

Teacher: "Give me an example of conditional sentences"

Female English Learner 4: "If you set your mind to a goal, you'll eventually achieve it"

Teacher: "**Thumbs up for your wonderful example!**"

Female English Learner 4: "**You know everyone has its ability, Miss**"

The conversation located in the classroom, participated by the female English learner and the teacher. The female English learner was appointed by the teacher and told to do the exercise by spoken. The teacher satisfied with the result of the female English learner therefore, she complimented the female English learners. Finally, the female English learner response to the compliment and she ignore the compliment as written in the conversation. The category was used by the female English learner was by legitimate the compliment toward the teacher.

When the teacher appointed the female English learner randomly, the female English learners must be ready because they did not know which one will be appointed. Some of the female English learners are nervous to be appointed by the teacher. However, this certain female English learner answers the exercise properly and success to make the teacher proud of her. Therefore, the teacher compliments the female English learner because she was doing great in the exercise session. In contrast, the female English learner ignores the compliment.

The female English learner was the receiver of the compliment. The compliment response used by the female English learner was categorized as a legitimate evasion category. The female English learner responses to the compliment by saying such “you know everyone has its ability, Miss”. It explained that the female English Learner ignored the teacher’s compliment because her friend in the class was doing great as well. Moreover, the female English learner realized that the great exercise was not only made by her, but it was also because there were several female

English learners who answer the exercise before she did. Therefore, she answered such responses to the teacher.

During six meetings, there are 11 types of legitimate evasion, but the explained data is chosen because the whole data has a similar explanation. It is aimed to make the reader easy to understand and avoid repetition in explaining the same analysis. The whole analysis of compliment responses classified as legitimate evasion can be seen in appendix 9.

5) Request Reassurance

Request reassurance is when the receiver of the compliment questioning the compliment to the speaker. The receiver of compliment is asking the truth about the compliment to the speaker. Here is the example of request reassurance by the participant of this research.

Datum 5:

Female English Learner 4: “Here is my assignment, Miss” [give the book to the teacher]

Teacher: “Yes” [take the book and check the assignment]

Teacher: “**You got your wonderful argument in the sentences**”

Female English Learner 4: “**Do you think so Miss?**”

The conversation happened in the classroom since the data of this research gained from the classroom session. The participant of the conversation was female English learner and the teacher. The female English learner collected her works to the teacher on the desk. Furthermore, the teacher checked up on the female English

learner result. The teacher satisfied with the result of the female English learner, therefore, she complimented the female English learners. Finally, the female English learner responded to the compliment and she ignored the compliment as written in the conversation. The category used by the female English learner was qualifying the compliment toward the teacher.

Exercise is aimed to measure the understanding of female English learners. Therefore, the teacher created a different exercise in each meeting. The female English learner who understood about the subject very well would master the exercise and gave an example properly in sentences. In this part, the exercise was in a writing session. The female English learner did the task given by the teacher and collected it to the teacher, the teacher checked up the result of the female English learner and compliment them if they produced a proper example as explained by the teacher. However, the female English learner ignored the compliment in this session. She was questioning the compliment from her teacher.

The female English learner as the receiver of the compliment, the compliment responses used by the female English learner was categorized as “request reassurance”. It was a situation when the receiver of compliment asking or questioning about the truth regarding the compliment. Sometimes, this happens because the female English learner does not feel right that she is as the compliment by the speaker. Therefore, she ignores the compliment by questioning.

There are 9 types of request reassurance found by the researcher during the data collection. The researcher only explains 1 to represent the rest of the data. The data represented because they have the same explanation and example used by the female English learner. Therefore, to make it simple and easy to understand, the researcher displays only one example. The whole analysis of compliment responses classified as request reassurance can be seen in appendix 10.

In conclusion, from Holmes (2018) classifications of compliment responses. After analyzing all the data found in the utterances of the female English learners, the researcher found two types used by the participant of the research, from the three types of compliment responses by Holmes (2018), they were ‘accept and ignore’, while the “reject” type is not used by the female English learners. It is because female English learners respect their teacher for giving them compliments. Besides, the characteristic of someone who rejects a compliment is because they did not feel nice for the people who give the compliment for them. Since this case takes place in a classroom session that consists of a teacher and female English learners, it is impossible that the female English learner feels uncomfortable with the teacher’s compliment. Otherwise, the female English learners feel so grateful or being shy to receive the compliment.

1. The Reason of Female English Learners in Expressing Compliment

Response

This part explains the relationship between language and society of the user of the Islamic boarding school female English learners as the participant of this research. In addition, there are 10 female English learners interviewed by the researcher, they are selected people because of their activeness in the class. 7 female English Learners are those who ignore the compliment that they receive in the class, while the other 3 female English learners are those who accept the compliment in the class. Each female English learner has their reason, whether it is from their childhood, the influence of the environment, and their society. This case is related to the Whorphan hypotheses (2018) that discuss the use of language toward somebody determine by their society. Here is the transcription from the interview session.

The researcher provides two questions in the interview session. The 10 female English learners were asked by the same questions. The first question is what types of compliment responses used by the female English learners and the second question are the reason for using certain compliment responses by the female English learners. There are 3 female English learners who accepted the compliments and 7 female English learners who ignored the compliment.

a. The Reason of Female English Learners Classified as Accept Types

The first question was asking about the types of compliment responses used by the participant of this research. The 3 female English learners accepted the

compliment that they get from their teacher. Each female English learner has a different strategy in accepting the compliment from their teacher. The first female English learner tends to accept the compliment given by the teacher and responding by saying thank you. The second female English learner tends to accept the compliment by agreeing to the utterance of the teacher and giving additional arguments regarding the topic. The third female English learner tends to respond to the compliment by using body language, she smiles and nods in responding to the teacher's compliment.

The 3 female English learners accepted the compliment and giving an additional reason. The first reason from the first female English learner was that she accepted the compliment because her parent taught her to appreciate people who respected what she has done. It was found that the first reason for this certain female English learner was her parent. She argued that her parent was her first school and education for her. She learned many things from her parent, whether the way to eat something the first time, and especially the way how to produce her language or to act.

The second female English learner accepted the compliment from the teacher because she felt that the compliment motivated her in an unexpected way. After getting the compliment, the female English learner tried to do her best and give her best in doing exercise in the class. The female English learner has a certain principle that is her reason that she kept. Unconsciously, the relationship between the teacher

and the female English learner is strengthened, since the basic function of compliment is to build solidarity between the speaker and the receiver.

The third female English learner accepted the compliment and has her own principle as the Islamic boarding school female English learner. She told that “as the Islamic boarding school female English learner, she must not be arrogant when she had more ability because above the sky is another sky and mosquito dies with many applause”. As the Islamic boarding school female English learner, she has a very strong religious argument. She got her idea from one of the Islamic boarding school books that she taught every day. The Islamic boarding school was not only a place to live for her, but it was her identity.

Those 3 female English learners live in the same society, which was an Islamic boarding school at Darul Lughah wal Karomah. The correlation between the answer of the 3 female English learners is that they prioritize the moral in responding to the compliment that they receive from their teacher. Even if they have a different reason for accepting the compliment, those 3 female English learners have a similarity that was to appreciate people who respect what they have done. As the Islamic boarding school female English learner, respecting each other was a must because in the Islamic boarding school moral was above knowledge. This finding is in line with the theory of linguistic relativity (2011) that explained if language shaped by the environment. Therefore, the language is influenced by the environment, how

people produce their language are depends on the environment they live, good language gained from a good environment.

b. The Reason of Female English Learners Classified as Ignore Type

The 7 female English learners ignore the compliment that they get from their teacher. Most of the female English learners feel shy, they feel that they did not appropriate to receive a compliment from their teacher in the class. Each female English learner has a different strategy in ignoring the compliment. The first female English learner ignores the compliment because she doesn't want to be an arrogant person, while the second female English learner ignores the compliment because she is afraid of becoming an arrogant person and making her of having a bad attitude. The third female English learner is ignoring the compliment because she did not feel appropriate for the compliment, since she did a good exercise only because of her luck.

The fourth female English learner ignores the compliment because she is afraid of being proud of her self and making her a bad person. The fifth female English learner ignores the compliment because she wants to be a humble person who always lowers the attitude in any condition. The sixth female English learner ignores the compliment because she prioritizes the moral lesson that she learned in the Islamic boarding school, which is to stay humble. The seventh female English learner ignores the compliment because she wants to stay humble just like the "bow" in pray.

The first female English learner, the second female English learner, and the third female English learner have the same reason in ignoring compliment. They were afraid of becoming bad people by considering their appreciation for the compliments they got. The first female English learner tends to ignore the compliment from her childhood, taught by her parent. The second female English learner has the principle from one of the kitab kuning that she learned in the Islamic boarding school. The third female English learner ignores the compliment because she doesn't sure that she really has the ability mentioned by the teacher.

Those 3 female English learners live in the same place that is an Islamic boarding school. However, they have a different principle of language use. For the first female English learner, it can be concluded that she learned language mostly from her parent during her childhood, therefore she responses such word. The reason of the first female English learner was her parent. While the second female English learner has the principle of Islamic boarding school that has been her identity, it is found from the way she explained her reason using certain compliment responses, she learned her principle from the kitab kuning in the Islamic boarding school. The third female English learner did not really consider the compliment since she told that she was only lucky by chance and got a compliment from her teacher.

The fourth and the fifth female English learner has the same reason in using certain compliment responses. They were afraid of becoming people with a bad attitude and they wanted to stay humble in their life. The forth female English learner

ignores the compliment because she learned from the teacher that the seeker of science needs to be like water, water flow to the low place. The fourth female English learner wants to low her attitude and not to be a person who proud of a compliment. While the fifth female English learner has the principle from the kitab kuning that she learned in the Islamic boarding school, which is *ilmu padi*. She argued that the more people be smart, the lower they get. Seems like the rice (padi) the more it contained, the low it gets.

Both the fourth and fifth female English learners have their principle as the Islamic boarding school female English learner. Even if they have different reasons for the different objects, the main thing is they prioritize the good attitude in responding by appreciation after getting compliment from their teacher. This phenomenon explains that the reason of language use of the female English learners is the Islamic boarding school since they argued with a religious argument that refers to a moral lesson. In conclusion, the Islamic boarding school has shaped their background and had been their cultural identity.

The sixth and the seventh female English learner have the same reason in using a certain compliment response. The sixth female English Learner prioritized the moral lesson she learned in the Islamic boarding school, she argued that moral is above everything. While the seventh female English learner learned her principle from one of her teachers in the Islamic boarding school that she needed to stay humble in her life just like the “bow” in pray. In conclusion, both of the female

English learners have their Islamic boarding school lessons as an example in responding to the compliment responses given by the teacher during the class.

Caroll (1956) claimed that the structure of language influences how the speakers viewed the world, it means the use of language for everybody related to their society. Those 7 female English learners live in the same society that was an Islamic boarding school. Therefore, the way they respond to the compliment is similar, most of the female English learner ignores the compliment because they do not want to have a bad attitude who only cares about a compliment. As the female English learner of Islamic boarding school, moral and attitude are the first thing to prioritize, several religious arguments argued by the female English learners is the determiner that the Islamic boarding school is the cultural identity for the female English learners.

In summary, there are two reasons for responding to the compliment used by the participants of the research, the first reason claimed by the participants was taught of their parents since childhood, the second reason was the learning in the Islamic boarding school. It proves that even if someone lives in the same place, but the use of language from each person is different.

B. Discussion

This research found that the participants of the research used two types of compliment responses, they are “accept” and “ignore”. Each type has subcategories.

The accept type consists of 4 categories, they are: appreciation token, agreeing utterances, qualifying or downgrading utterance, return compliment.

Appreciation token means that the receiver of compliment appreciates the utterance of the speaker, this type of compliment response usually consists of the word 'thanks' or by body language such as smiled or nodded toward the speaker of compliment. 'Agreeing utterance' means that the receivers of compliment agree about the compliment that they receive, therefore they are supporting the speaker of compliment by saying such nice response or by saying 'you're welcome' toward the speaker of compliment. Qualifying or downgrading compliment means that the receiver of compliment did not believe about the compliment, therefore, they qualify the truth of compliment. Return compliment is where the receiver of compliment, complimenting the speaker back.

From four subcategories of accept types, the type which was often used by female English learners is appreciation token, which consist of 18. Appreciation token consists of two signs, whether by saying 'thank you' or by body language, such as 'smiled' or 'nodded' toward the speaker of compliment. When the teacher compliments the female English learners in the class for their good result in doing exercise, spontaneously the female English learners responding by saying thanks or smiling toward the teacher. Therefore, this type is the mostly used by the participants of the research.

While the ignore type consists of 5 categories, they are: shift credit, informative comment, ignorance, legitimate evasion, request reassurance. Shift credit is when the receiver of compliment shifting their response of compliment toward the speaker. Informative comment is when the speaker of compliment giving additional information in responding the compliment. Ignorance is when the receiver of compliment suddenly changes the topic of compliment after getting compliment. Legitimate evasion is when the receiver of compliment requests the speaker of compliment repeat the compliment in some way. Request reassurance is when the receiver of compliment The receiver of compliment is asking the truth about the compliment to the speaker.

The most dominant type was used by the participant of this research was ignorance, where the speaker of compliment changes the topic of compliment toward the speaker of compliment. According to Brown and Levinson (1957), when somebody ignores the compliment from the speaker, it indicates that the receiver of compliments felt shy to be complemented by the speaker. This research was gained from classroom session, between the teacher and female English learners. Most of the participants of this research were ignoring the compliments in the class. Some female English learners feel that the compliment from their teacher supports them in an unexpected way, therefore they accepted compliments from their teacher.

The rejection type was not found in this research because the participants of this research did not reject the compliments from their teacher. As stated by Brown

and Levinson (1957) in politeness theory, when rejecting a compliment, the receivers of compliments are not attached great importance to maintain the person who gives a compliment or leaving a bad impression. The receivers of compliments may risk threatening the positive face of themselves by rejecting the compliment, because they imply that the compliments are not true for them. They may have certain anxiety to perform Face Threatening Act (FTA) such as rejecting a compliment, rather than satisfying the person who gives a compliment. Since the compliment given by the teacher, it is impossible that the female English learners felt inconvenience, therefore, no one rejects the compliments in the class.

The finding of this research is different from the previous study that was conducted by Retnowaty (2015) because this research has a different situation with the research of Retnowaty (2015). Therefore, both of the researches revealed different findings. The previous research from Retnowaty (2015) has university students as the participants of the study. While the present research has the female English learners as the participant of the research. Both of the researches have a different context, the participants of the research from Retnowaty (2015) were not bound with related norms, therefore they responded the compliment according to their custom activities. While the participants of the present research live in the Islamic boarding school who tend to stay humble after getting compliment, therefore most of the participants responded to the compliment by ignoring the compliment.

The second finding of this research revealed that the use of compliment response by the participants of the research bound with their society. Since there were two types used by the participants of the study, there were also two reasons. The female English learners who accept the compliment tend to have the principle that they learned from their parents, while the female English learners who ignore the compliments tend to have the Islamic boarding school principle as their reason in responding the compliment toward the speaker of compliment.

This finding is in line with research from Istifci (2007). The participants of the researches by Istifci (2007) are Turkish. Istifci (2007) revealed that the participants of the research used formulaic expression in responding to the compliment. Doğançay (1990) stated that Turkish is rich in formulaic expressions and routine. Therefore, the participant of the research in the previous research responding to the compliment according to their identity as Turkish people. As well as the female English learners of this research, they prioritize the religiosity and responding to the compliment as an Islamic boarding school's student who tends to be friendly, especially responding to their teacher in the class,

Since this research reveals two findings, they are the type of compliment response was used and the relationship between the use of certain compliment responses with the society of the speaker. The female English learner who accepted the compliments tend to learn their principle from their parent, this idea is in line with an argument from Zakiah (2012) who states that parents are the primary and first

educators for their children. It explained that children imitate what their parents do, whether the way they eat, they talk, or the way they choose a certain language to be spoken. This phenomenon is appropriate with the theory of linguistic relativity by Whorphan hypotheses (2011) which states that language is shaped by the environment where the speaker lives



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions dealing with the finding of analysis. It concludes that the findings that are discussed in the previous chapter and provides suggestions for the reader.

A. Conclusion

From the finding, it shows that there are two types of compliment responses used by the participant of this research based on the theory of Holmes (2018), those are *accepted* and *ignore* types. From the 100 data, 42 data are categorized as the accept type, and 58 data are categorized as ignore types. The accept type consists of 4 categories, they are: appreciation token, agreeing utterances, qualifying/ downgrading utterance, return compliment. While the ignore type consist of 5 categories, they are: shift credit, informative comment, ignorance, legitimate evasion, request reassurance. The most dominant type used by the participant of this research is *ignore*.

The analysis from Shapir and Whorf (2011), found that even someone who lives in the same place, they do not produce the same language. Since language affected by society, each person has their different style. Some of the participants of this research have the reason from their parents, the other participants

have their reason from their teacher at the Islamic boarding school. The most dominant reason is from the boarding school principle. It can be concluded that most of the female English learners have their reasons in responding to the compliment because of the Islamic boarding school's learning, especially a lesson about morals.

B. Suggestion

After finishing this research, this part stated several points that could be used as recommendations, as followed. For the readers who are interested in compliment and its responses reading this research can help you to solve your misunderstanding especially in dividing the types of compliment responses. In addition, for those who want to gain more knowledge about language and society especially the ideas from Whorphan hypotheses (2011), the researcher hopes that this research will help you as your reference. The last is for the next researcher who wants to conduct a topic about compliment and its responses from a different point of view. For example, in literary works, such as novels, short stories, movies, and others. Therefore, the writer hopes that this research can give contributions and new ideas to the next researchers, especially in the rare topic.

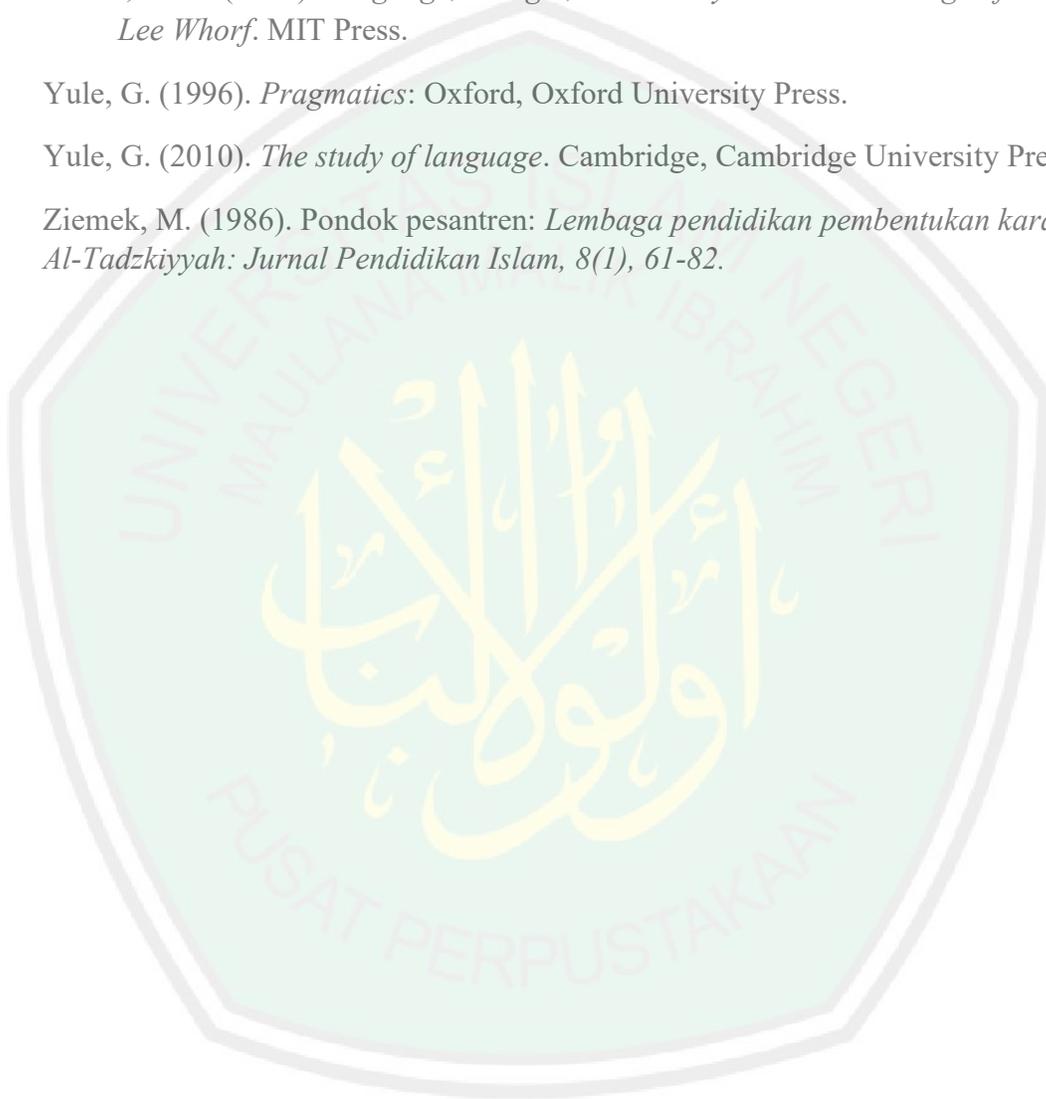
This research revealed that the compliment responses used by the female English learners consist of two types, they are accept and ignore. Society influences the way of using a certain compliment response. The researcher hopes that further research could reveal the other types such as rejection from a different subject or different approach.

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Appendix 1 Compliment and Compliment Response

NO	COMPLIMENT	COMPLIMENT RESPONSE	TYPE OF COMPLIMENT RESPONSE			EXPLANATION
			Accept	Ignore	Reject	
1.	Great, how interesting the word you create!”	“I don’t mind about it, Miss”		√		The female English Learner ignores the compliment by changing the topic of compliment
2	“Well done, your words are adorable”	“Thank you very much, Miss”	√			The female English Learner accepts the compliment and thanks to the teacher for the compliment
3	“Cool, maintain your quality in arranging words!”	“I learn it this lately, Miss”		√		The female English Learner ignores to the compliment by giving such informative comment
4	“Thumbs up for your wonderful example!”	“You know everyone has its ability, Miss”		√		The female English Learner ignores the compliment by saying another opinion
5	“Great job, I really love your words”	“I love your words as well, Miss”	√			The female English Learners accept the compliment by return the compliment to the speaker
6	“You always give me the best result. Thank you”	“You’re welcome Miss, I will do much better for you”	√			The female English Learner agrees about the compliment by saying to do much better
7	“Good Job Dear, keep fighting”	“Thank you, Miss”	√			The female English Learner accepts the compliment by saying thanks
8	How good your sentences are	“My friend taught me in arranging it, Miss”		√		The female English Learner ignores the compliment by giving an informative comment toward the speaker.
9	“What a great work it is!”	“I am only following the instruction that you give, Miss”		√		The female English Learner ignores the compliment by giving an informative comment toward the speaker.
10	“How could you create this cool sentence? Great”	“My friend corrects my mistake, Miss”		√		The female English Learner ignores the compliment by shifting the credit toward the speaker of compliment.

11	“Your project is the first rate”	“It is nice to hear, Miss. But my friends are better than me”		√		The female English Learner ignores the compliment by legitimate evasion toward the speaker of compliment.
12	“Keep increasing your good work!”	“Yes Miss, absolutely”	√			The female English Learner accepts and agrees about the compliment toward the speaker
13	“Great, you gained a better result than before”	“I learn from my mistake, Miss”		√		The female English Learner ignores the compliment by giving an informative comment toward the speaker.
14	“Your work is unique. It is out of the box”	“Thank you, Miss”	√			The female English Learner accepts the compliment and appreciates the speaker by saying thanks
15	“Your argument in this sentence is amazing”	“My friends help me in arranging it, Miss”		√		The female English Learner ignores the compliment by giving an informative comment toward the speaker.
16	“What a perfect phrase yours is”	“I am only following the example that you explain Miss”		√		The female English Learner ignores the compliment by giving an informative comment toward the speaker.
17	“Your progress is increasing faster”	“It is because I read books a lot this lately, Miss”		√		The female English Learner ignores the compliment by giving an informative comment toward the speaker.
18	“How could you have this interesting result?”	“I am only lucky by chance, Miss”		√		The female English Learner ignores the compliment by shifting the credit toward the speaker
19	“Your words are always impressive”	“I find these words while reading magazines, Miss”		√		The female English Learner ignores the compliment by giving an informative comment toward the speaker.
20	“Good job, I love your words”	“Thank you very much, Miss”	√			The female English Learner accepts the compliment and appreciates the speaker of compliment by thanking
21	“You have a wonderful word”	“Belongs to my friends are much more wonderful”		√		The female English Learner ignores the compliment by changing the topic of the conversation
22	“Great. Good work”	“Thank you, Miss”	√			The female English Learner accepts the compliment by saying thanks toward the speaker
23	“Excellent, thanks for creating nice sentences”	” You’re welcome, Miss”	√			The female English Learner accepts the compliment by responding ‘you’re welcome’
24	“You got your wonderful argument in the sentences”	“Do you think so, Miss?”		√		The female English Learner ignores the compliment by questioning the compliment toward the speaker of compliment
25	“I like your sentences, keep it”	“Of course, Miss, thank you”	√			The female English Learner accepts the compliment by agreeing to the utterances and thanking the speaker

26	“Good job”	“Thank you, Miss”	√		The female English Learner accepts the compliment thanks to the speaker for the compliment
27	“Thank you for giving me your best result”	“I will do my best, Miss”	√		The female English Learner accepts and agrees the compliment by saying nice responses toward the speaker
28	“Your ability is amazing in creating sentences”	“Thank you very much, Miss”	√		The female English Learners accept the compliment and thanking the speaker of compliment
29	“The use of vocabulary in your assignment is interesting. I like it”	“My words are still far from perfect, Miss”		√	The female English Learner ignores the compliment by changing the topic of the conversation
30	“What a great sentence that you create”	“It sounds nice, but my words are ordinary”		√	The female English Learner ignores the compliment legitimate evasion toward the speaker
31	“Your idea in this sentence is very strong”	“I learn it from the current issue, Miss”		√	The female English Learner ignores the compliment by giving an informative comment toward the speaker.
32	“I really like your sentences, it such as a motivational quote”	“I am afraid it’s too over for my regular words”		√	The female English Learner ignores the compliment by questioning the truth about the compliment toward the speaker
33	“Wow, it is very extraordinary sentences. Great”	“My friend’s sentences are much better than mine, Miss”		√	The female English Learner ignores the compliment by comparing the other friend’s sentences
34	“Your sentences is very wish. I proud of it”	“Do you think it is, Miss?”		√	The female English Learner ignores the compliment by questioning the compliment toward the speaker
35	“You’re improving faster this lately, good job”	“I will make much better progress, Miss”	√		The female English Learner agrees to the compliment by saying such nice responses toward the speaker
36	“Your word is amazing. Besides, you raise your hand after a second	“My friends are better than me”		√	The female English Learner ignores the compliment by comparing to her another friend’s words
37	“How you always fast in answering questions in the class”	“I think, I am only lucky at this time Miss”		√	The female English Learner ignores the compliment by not considering the compliment toward the speaker

38	“Great, thank you”	“You’re welcome, Miss”	√		The female English Learner accepts the compliment by agreeing to utterances and saying such ‘you’re welcome’
39	“Well done. I like the way you solve tricky questions.”	“It is only my fortunate time in answering your question, Miss”		√	The female English Learner ignores the compliment by not considering the compliment toward the speaker
40	“You have a very nice idea”	“I am only trying to express current phenomena, Miss”		√	The female English Learner ignores the compliment by giving informative responses
41	“Your writing is great”	“I only practice the way you taught me, Miss”	√		The female English Learner accepts the compliment by return the compliment toward the speaker of compliment
42	“What an incredible sentence”	“Thank you, it is because you taught me”	√		The female English Learner accepts the compliment by appreciating the speaker’s compliment.
43	“Why do you always have your unique sentences?”	“I don’t mind about it, my sentences are ordinary”		√	The female English Learner ignores the compliment by legitimate evasion toward the speaker of compliment.
44	“Thumbs up for your work”	“Thank you”	√		The female English Learner accepts the compliment by thanking the speaker of compliment
45	“Unbelievable, it is perfect!”	“The other sentences are even more perfect than mine”		√	The female English Learner ignores the compliment by revealing another’s fact toward the speaker
46	“Your sentences are awesome!”	“You motivated me in creating those words, Miss”		√	The female English Learner ignores the compliment by giving an informative response toward the speaker
47	“Be proud of your work, it is marvelous!”	“Of course, thank you, Miss”	√		The female English Learner accepts the compliment by appreciating the speaker of compliment
48	“Your words are gorgeous!”	“Yours is even more”	√		The female English Learner accepts the compliment by returning the compliment toward the speaker of compliment
49	“What a fascinating result of your work is!”	“Is fascinating the right for my words? My sentences such an ordinary”		√	The female English Learner ignores the compliment by questioning the compliment toward the speaker

50	“It is unbelievable, how could you have this perfection in the words?”	“I just creating those sentences with my own way”		√		The female English Learner ignores the compliment by changing the topic of the conversation toward the speaker
51	“Your sentences are always adorable”	“Thank you, Miss”	√			The female English Learner accepts the compliment by saying thanks to the speaker
52	“I admire the way you create sentences”	“I am just doing what I can, Miss”		√		The female English Learner ignores the compliment by changing the topic of conversation
53	“I love your creative sentences”	“I will give you my best, Miss”	√			The female English Learner accepts the compliment by agreeing to the speaker’s utterance
54	“You’re making better progress, congratulation”	“It is great, isn’t it”	√			The female English Learner accepts the compliment by downgrades it to the speaker
55	”Keep up your good words!”	“I’ll keep it harder, Miss”	√			The female English Learner accepts the compliment by appreciating the speaker utterance
56	“Look, you always give your best result”	“I am not as perfect as you thought”		√		The female English Learner ignores the compliment by legitimate evasion toward the speaker of compliment.
57	“You’re very much talented in passive voice course”	“It is better, isn’t it?”	√			The female English Learner accepts the compliment by downgrades it to the speaker
58	“Your sentences are out of sight”	“You’re much better than me, Miss”		√		The female English Learner ignores the compliment by saying another’s fact toward the speaker
59	“How thoughtful you’re, you improve very much”	“Do you think so, Miss”		√		The female English Learner ignores the compliment by questioning the compliment toward the speaker
60	“That’s incredible, I really like your example”	“I am not the best one, Miss”		√		The female English Learner ignores the compliment by changing the topic of conversation
61	"You have really grown in doing your assignment”	“I don’t mind about it”		√		The female English Learner ignores the compliment by not considering the compliment toward the speaker
62	“Thank you to give me your best project”	“You’re welcome, it is because you teach me, Miss”	√			The female English Learner accepts the compliment by appreciating the speaker’s utterances
63	“You have been better, keep processing”	“You have been better, keep processing”	√			The female English Learner accepts the compliment by downgrading it toward the speaker

64	“Congratulation, you put in the effort to success”	“Is that true for me?”		√		The female English Learner ignores the compliment by questioning the speaker
65	“Your work is incredible”	“I am afraid it’s too much for me”		√		The female English Learner ignores the compliment by not considering the compliment toward the speaker
66	“It is amazing”	“Smile”	√			The female English Learner responds the compliment by body language and she accepts the compliment
67	“Good Job”	“smile and nodded”	√			The female English Learner responds to the compliment by body language and she accepts the compliment
68	“Great work”	“Thanks, Miss”	√			The female English Learner accepts the compliment by thanking the speaker toward the utterance
69	“Stand your best”	“Smile”	√			The female English Learner responds to the compliment by body language and she accepts the compliment
70	“Keep up your good work”	“My work is not as that good, Miss”		√		The female English Learner ignores the compliment by not considering the compliment toward the speaker
71	How could you be so quick in answering questions, Good Job.! “	“I will do it faster another time, Miss”	√			The female English Learner accepts the compliment by agreeing to the speaker’s utterances
72	“I am so proud of the effort, and you should be too, about the effort you put into this”	“I am only following your explanation about this lesson, Miss”		√		The female English Learner ignores the compliment by giving informative responses
73	“How extraordinary your result is”	“Thank you very much, Miss”	√			The female English Learner accepts the compliment by thanking the speaker
74	“You’re doing great, all the time”	“I am afraid it’s not me, Miss		√		The female English Learner ignores the compliment by not considering the compliment toward the speaker
75	“I really love your sentences”	“I am also proud of your sentences during the class, Miss”		√		The female English Learner ignores the compliment by talking another related topic toward the speaker

76	“I like the way you solve that tricky question, Good job”	“I also love the way you explain this subject to us”	√			The female English Learner accepts the compliment by returning a compliment to the speaker
77	“Thank you for giving this great example”	“You’re welcome, Miss”	√			The female English Learner accepts the compliment and saying “you’re welcome” to the speaker
78	“I love the look in your eyes when you did that task, fighting”	“It sounds nice, but I am only enjoying the task you give”		√		The female English Learner ignores the compliment by legitimating evasion to the speaker
79	“These words are fantastic”	“Thank you, Miss”	√			The female English Learner accepts the compliment and appreciates the speaker by thanking
80	“You did your task very well”	“I just want to give you my best”		√		The female English Learner ignores the compliment by saying other words and change the topic
81	“You have an amazing strategy in finishing the task”	“It is because of your clear explanation, Miss”		√		The female English Learner ignores the compliment by giving informative responses
82	“What a big difference compares to yesterday, great”	“Thank you”	√			The female English Learner accepts the compliment and appreciates the speaker by thanking
83	“I am so proud of the effort, and you should be too, about the effort you put into this.”	“Yes, I will”	√			The female English Learner accepts the compliment by agreeing to the speaker’s utterances
84	“Great, your ability improves day by day”	“I am on my process, Miss”	√			The female English Learner accepts the compliment by agreeing to the speaker’s utterances
85	“Your sentence is structured well”	”Do you think it is Miss, I think it is such mess”		√		The female English Learner ignores the compliment by questioning the speaker
86	“Your ability in combining interesting words always make you different from other”	“Everyone has their different ability, Miss”		√		The female English Learner ignores the compliment by mentioning her friend’s ability
87	“Your English speaking more fluent and you answer faster”	“I am not as fluent as English native speaker yet, Miss”		√		The female English Learner ignores the compliment by not considering the compliment toward the speaker
88	“You’re doing great, you weren’t nervous as before”	“Is that right Miss? I think I still nervous”		√		The female English Learner ignores the compliment by questioning the speaker’s compliment

89	“I really like your chosen vocabularies today”	“I learn it from my friend’s book, Miss”		√		The female English Learner ignores the compliment by giving an informative response
90	“Good job, keep your good quality”	“Do I have good quality?”		√		The female English Learner ignores the compliment by questioning the speaker’s compliment
91	“You have amazing courage in doing exercise”	“I don’t mind about that”		√		The female English Learner ignores the compliment by not considering the compliment toward the speaker
92	“What a beautiful sentence that you made!”	“Just like yours, thank you”	√			The female English Learner accepts the compliment by returning a compliment to the speaker
93	“Your answer is interesting!”	“The other answers are amazing as well”		√		The female English Learner ignores the compliment by legitimating evasion to the speaker
94	“You got a strong argument in your sentences”	“It is according to current issues”		√		The female English Learner ignores the compliment by giving an informative response
95	“Your words are very fresh”	“Thanks”	√			The female English Learner accepts the compliment and appreciates the speaker by thanking
96	“The sequences of your words interest the reader!”	“I hope it so”		√		The female English Learner ignores the compliment by talking a related topic to the speaker
97	“Keep up your perfect writing”	“Will do, Miss”	√			The female English Learner accepts the compliment by agreeing to the speaker’s utterances
98	“You write sentences like a professional writer, it is amazing”	“I am just a beginner, Miss”		√		The female English Learner ignores the compliment by changing the topic of compliment
99	“You got that wonderful ability in merging some words”	“My friend helps me in understanding it”		√		The female English Learner ignores the compliment by giving informative responses
100	“You’re smarter than I thought”	“Many female English Learners who were smarter than me in this class”		√		The female English Learner ignores the compliment by legitimating evasion toward the speaker
TOTAL			42	58		

Appendix 2 Compliment Response Classified as Appreciation Token

Meeting	Total Data	Compliment	Compliment Responses	Explanation
First	1	“Well done, your words is adorable”	“Thank you very much, Miss”	Each of the student responding the compliment by thanking the speaker
	2	“Good Job Dear, keep fighting”	“Thank you, Miss”	
	3	“You work is unique. It is out of the box” (Smile)	“Thank you, Miss”	
	4	“Good job, I love your words”	“Thank you very much Miss”	
Second	5	“Great. Good work”	“Thank you, Miss”	
	6	“Your ability is amazing in creating sentences”	“Thank you very much, Miss”	
	7	“Great work”	“Thank you, Miss”	
Third	8	“What an incredible sentence”	“Thank you, it is because you taught me	The student says a nice response to appreciate the speaker’s compliment
	9	“Thumbs up for your work”	“Thank you”	Each of the student responding the compliment by thanking the speaker
	10	“Your sentences are always adorable”	“Thank you, Miss”	
Fourth	11	“Thank you for give me your best project”	“You’re welcome, it is because you teach me, Miss”	The student responds to the compliment by giving a lovely reaction
	12	“It is amazing”	“smile”	The student responses the compliment by giving a body language that explain agreement
	13	“Good job”	“smile and nodded”	
	14	“Stand your best”	“Smile”	
Fifth	15	“Great work”	“Thanks”	Each of the student responding the compliment by thanking the speaker
	16	What a big difference compares to yesterday, great”	“Thank you”	
	17	“These words are fantastic”	“Thank you, Miss”	
Sixth	18	“Your words are very fresh”	“Thanks”	

Appendix 3 Compliment Response Classified as Agreeing Utterance

Meeting	Total Data	Compliment	Compliment Responses	Explanation	
First	1	“You always give me your best result. Thank you”	“You’re welcome Miss, I will do much better for you”	The student responses the compliment by agreeing the utterances of the speaker and giving a lovely sentence to conveniences the speaker	
	2	“Keep increasing your good work!”	“Yes Miss, absolutely”		
Second	3	“Excellent, thanks for creating nice sentences”	” You’re welcome, Miss”		
	4	“I like your sentences, keep it”	“Of course, Miss, thank you”		
	5	“Thank you for giving me your best result”	“I will do my best, Miss”		
	6	“You’re improving faster this lately, good job”	“I will make much better progress, Miss”		
	7	“Great, thank you”	“You’re welcome, Miss”		
Third	8	“Be proud of your work, it is marvelous!”	“Of course, thank you Miss”	The student agrees the compliment by giving a nice argument toward the speaker	
	9	“Your words is gorgeous!”	“Yours are even more”		
	10	“I love your creative sentences”	“I will give you my best, Miss”		
Fourth	11	How could you be so quick in answering questions, Good Job! ‘	“I will do it faster an other time, Miss”		
Fifth	12	“I am so proud of the effort, and you should be too, about the effort you put into this.”	“Yes, I will”		The students agreeing the utterances of the teacher by giving supporting argument such as “will do, Miss” or “You’re welcome Miss” it indicates that the student agree for the compliment that they receive.
	13	“Great, your ability improves day by day”	“I am on my process, Miss”		
	14	“Keep up your perfect writing”	“Will do, Miss”		
Sixth	15	“You’re great”	“It’s lovely, Miss”		
	16				

Appendix 4 Compliment Response Classified as Downgrading or qualifying utterance

Meeting	Total Data	Compliment	Compliment Responses	Explanation
First	-	-	-	-
Second	-	-	-	-
Third	1	“You’re making a better progress, congratulation”	It is great, isn’t it?”	The student qualifies the truth of the compliment to the speaker
	2	“You’re very much talented in passive voice course”	“It is better, isn’t it?”	The student downgrades the compliment toward the speaker
Fourth	3	“You have been better, keep processing”	“It is wonderful, isn’t it?”	The student qualifies the compliment towards the speaker
Fifth	-	-	-	-
Sixth	-	-	-	-

Appendix 5 Compliment Response Classified as Return Compliment

Meeting	Total Data	Compliment	Compliment Response	Explanation
First	1	“Great, I love your words”	“I love your words as well”	The student accepts the compliment by complimenting the speaker back
Second	-	-	-	-
Third	2	“Your writing is great”	“I only practice the way you taught me, Miss”	The student accepts the compliment by complimenting the speaker back
Fourth		-	-	-
Fifth	3	“I like the way you solve that tricky question, Good job”	“I am also loving the way you explain this subject to us”	The students accept the compliment by returning another compliment to the speaker of compliment
Sixth	4	What a beautiful sentence that you made!”	“Just like yours, thank you”	The student accepts the compliment by complimenting the speaker back

Appendix 6 Compliment Response Classified as Shift Credit

Meeting	Total Data	Compliment	Compliment Responses	Explanation
First	1	“How good your sentences are”	“My friend taught me in arranging it, Miss”	The student credits their responses of the compliment toward the speaker by giving a related information
	2	“How could you create this cool sentence? Great”	“My friend corrects my mistake, Miss”	
	3	“How could you have this interesting result?”	“I am only lucky by chance, Miss”	
Second		-	-	-
Third		-	-	-
Fourth		-	-	-
Fifth		-	-	-
Sixth		-	-	-

Appendix 7 Compliment Response Classified as Informative Comment

Meeting	Total Data	Compliment	Compliment Responses	Explanation
First	1	“Cool, maintain your quality in arranging words!”	“I learn it this lately, Miss”	The students response to the compliment by giving an informative comment to the related object
	2	“What a great work it is!”	“I am only following the instruction that you give, Miss”	
	3	“Great, you gained a better result than before”	“I learn from my mistake, Miss”	
	4	“Your argument in this sentence is amazing”	“My friends help me in arranging it, Miss”	
	5	“What a perfect phrase yours is”	“I am only following the example that you explain Miss”	
	6	“Your progress is increasing faster”	“It is because I read books a lot this lately, Miss”	
	7	“Your words is always impressive”	“I find these words while reading magazines, Miss”	
Second	8	“Your idea in this sentence is very strong”	“I learn it from the current issue, Miss”	The students ignores the compliment by responding with an informative comment
	9	“You have a very nice idea”	“I am only trying to express current phenomena, Miss”	
Third	10	“Your sentences are awesome!”	“You motivated me in creating those words, Miss”	The students ignore the compliment by giving the spaker an informative responses about how they gain their best performance. Because the teacher complements the students for their good result in doing their exercise
Fourth	11	“I am so proud of the effort, and you should be too, about the effort you put into this”	“I am only following your explanation about this lesson, Miss”	
Fifth	12	“You have an amazing strategy in finishing the task”	“It is because of your clear explanation, Miss”	
	13	“I really like your chosen vocabularies today”	“I learn it from my friend’s book, Miss”	
Sixth	14	“You got strong argument in your sentences”	“It is according to current issues”	
	15	“You got that wonderful ability in merging some words”	“My friend helps me in understanding about it”	

Appendix 8 Compliment Response Classified as Ignorance

Meeting	Total Data	Compliment	Compliment Responses	Explanation
First		-	-	-
Second	1	“You have wonderful words”	“Belongs to my friends are much more wonderful”	The students ignorane the compliment by not considering the truth of the compliment to the speaker as the strategy and giving the speaker another information
	2	“I really like your sentences, it such as a motivational quote”	“I am afraid it’s too over for my regular words”	
	3	“How you always fast in answering questions in the class”	“I think, I am only lucky at this time Miss”	
	4	“Well done. I like the way you solve tricky question”.	It is only my fortunate time in answering your question, Miss”	
Third	5	“Unbelievable, it is perfect!”	“The other sentences are even more perfect than mine”	The students reveal the other friend’s ability to ignore the compliment and an additional information which is related
	6	“It is unbelievable, how could you have this perfection in the words?”	“I just creating those sentences with my own way”	
	7	I admire the way you create sentences”	“I am just doing what I can, Miss”	
Fourth	8	“Your sentences is out of sight”	“You’re much better than me, Miss”	The students avoid the compliment by ensuring the spaker that the receivers are not suitable enough for the compleiments.
	9	“That’s incredible, I really like your example”	“I am not the best one, Miss”	
	10	"You have really grown in doing your assignment”	“I don’t mind about it”	
	11	“Your work is incredible”	“I am afraid it’s too much for me”	
	12	“Keep up your good work”	“My work is not as that good, Miss”	
	13	“You’re doing great, all the time”	“I am afraid it’s not me, Miss”	
Fifth	14	“I really love your sentences”	“I am also proud of your sentences during the class, Miss”	The students ignore the compliment by responding that they will give the teacher their best and revealing

	15	“You did your task very well”	“I just want to give you my best”	another reason about the other student’s ability
	16	“Your ability in combining interesting words always make you different from other”	“Everyone has their different ability, Miss”	
Sixth	17	“You have an amazing courage in doing exercise”	“I don’t mind about that”	The students ignore the compliment by not considering the speaker’s arguments.
	18	“The sequences of your words interest the reader!”	“I hope it so”	
	19	“You write sentences like a professional writer, it is amazing”	“I am just a beginner, Miss”	



Appendix 9 Compliment Response Classified as Legitimate Evasion

Meeting	Total Data	Compliment	Compliment Responses	Explanation
First	1	“Thumbs up for your wonderful example!”	“You know everyone has its ability, Miss”	The students ignore the compliment by legitimating their responses regarding another topic whihc is related to the conversation between the speaker and the receiver
	2	“Your project is first rate”	“It is nice to hear, Miss. But my friends are better than me”	
Second	3	“The use of vocabularies in your assignment is interesting. I like it”	“My words are still far from perfect, Miss”	The students ignore the compliment by legitimamating and giving their opinion as igoring strategies
	4	“What a great sentence that you create”	“It sounds nice, but my words are ordinary”	
	5	“Wow, it is very extra-ordinary sentences. Great”	“My friend’s sentences are much better than mine, Miss”	
	6	“Your word is amazing. Besides, you raise your hand after a second that I mention the sentences. Great”	“My friends are better than me”	
Third	7	“Why do you always have your unique sentences?”	“I don’t mind about it, my sentences are ordinary”	The students ignore the compliment by not considering the speaker’s argumenting and responding with another related topic
Fourth	8	“Look, you always give your best result”	“I am not as perfect as you thought”	
Fifth	9	“I love the look in your eyes when you did that task, fighting”	“It sounds nice, but I am only enjoying the task you give”	
Sixth	10	“Your answer is interesting!”	“The other answer is amazing as well”	
	11	“You’re smarter than I thought”	“Many students who were smarter than me in this class”	

Appendix 10 Compliment Response Classified as Request Reassurance

Meeting	Total Data	Compliment	Compliment Responses	Explanation
First	1	“Great, how interesting the words that you create!”	“Do you mind about it Miss?”	The students ignore the compliment by requesting or reassurance the truth of the compliment toward the speaker of the compliment
Second	2	“You got your wonderful argument in the sentences”	“Do you think so, Miss?”	
	3	“Your sentences is very wise. I proud of it”	“Do you think it is, Miss”	
Third	4	“What a fascinating result your work is!”	“Is fascinating the right for my words? My sentences such an ordinary”	
Fourth	5	“How thoughtful you’re, you improve very much”	“Do you think so, Miss”	
	6	“Congratulation, you put in the effort to success”	“Is that true for me?”	
Fifth	7	“Your sentence is structured well”	”Do you think it is Miss, I think it is such mess”	
	8	“You’re doing great, you weren’t nervous as before”	“Is that right Miss? I think I still nervous”	
	9	“Good job, keep your good quality”	“Do I have a good quality?”	
Sixth		-	-	

Appendix 11 (Interview Guideline)

This part consists of a guideline that helps the researcher finishes the interview. Interview is a way to seek deep information to the targeted subject about the topic. There are some types of interview, they are unstructured interview and semi structured interview, Kielmann (2012). Semi structured contains of closed-ended and open-ended question in the form of specific topic. The chosen interview in this research is semi-structured in open-ended question. The interview is addressed for the selected female English Learners chosen by the researcher for several potential reasons. Before conducting the interview, the researcher arranges an interview guideline which contains of two questions, which made by the researcher and need to be answered by the subjects.

Here is the list of the questions in the interview session.

The first question is “I want to know about the types of your compliment response after you get a compliment from your teacher in the class”

The second question is “Do you have a special reason?”

The interview session consists of 2 questions. The questions aim to reveal their type of compliment responses which used in the class after getting compliment from their teacher. The other aim is to reveal the reason of the female English Learners’ of their use of certain compliment responses. The detail of interview result is in the next part.

Appendix 12 (Result of Interview)

This appendix consists of the result of the interview from participants of the studies. From 15 people, there are 10 selected people interviewed by the researcher. 7 of them ignore the compliment, while the other 3 people accept the compliment. Here is the result of the interview

Accept category

Female English Learner 1

Researcher: “I want to know about the types of your compliment response after you get a compliment from your teacher in the class”

Female English Learner 1: “I accept my teacher’s compliment Miss”

Researcher: “Do you have a special reason?”

Female English Learner 1: “Yes Miss, my parent told me to respect everyone who appreciates what I have done”

Female English Learner 2

Researcher: “I want to know about the types of your compliment response after you get a compliment from your teacher in the class”

Female English Learner 2: “I receive the compliment”

Researcher: “Do you have any special reason?”

Female English Learner 2: “Yes, it is because I appreciate who compliments me and it becomes my motivator to be better than before. Their compliment supports me unconsciously”

Female English Learner 3

Researcher: “I want to know about the types of your compliment response after you get a compliment from your teacher in the class”

Female English Learner 3: “I accept the compliment, but not to be an arrogant person”

Researcher: “Do you have a special reason?”

Female English Learner 3: “Because, in this Islamic boarding school, we taught when we have more ability, we must not arrogant since above the sky is another sky and mosquito dies with many applause”

Those 3 conversational transcripts are from the female English Learner who accepts their compliment from the teacher in the class. However, each female English Learner has their own reason regarding their society in responding the compliment. the next section is consist of conversational transcripts from several female English Learners who ignores their compliment from the teacher in the class.

Ignore category

Female English Learner 4

Researcher: “I want to know about the types of your compliment response after you get a compliment from your teacher in the class”

Female English Learner 4: “I ignore the compliment Miss, because I am shy when my teacher compliments me in front of my friends”

Researcher: “Do you have a special reason?”

Female English Learner 4: “From my childhood, I tend to ignore the compliment for me. My parent taught me not to be arrogant by compliment”

Female English Learner 5

Researcher: “I want to know about the types of your compliment response after you get a compliment from your teacher in the class”

Female English Learner 5: “I ignore Miss, I never feel right because I am just doing what I can”

Researcher: “Do you have a special reason?”

Female English Learner 5: “One of my teachers in this Islamic boarding school taught me not to be proud of our self. I am afraid Miss. If I proud of myself after getting a compliment, my heart will become hard, when my heart becomes hard, I am afraid it influences my attitude and become a bad person”

Female English Learner 6

Researcher: “I want to know about the types of your compliment response after you get a compliment from your teacher in the class”

Female English Learner 6: I ignore the compliment, Miss.”

Researcher: “Do you have a special reason?”

Female English Learner 6: “I don’t think so, I only feel that only by chance at the time. So I give my best result to my teacher”

Female English Learner 7

Researcher: “I want to know about the types of your compliment response after you get a compliment from your teacher in the class”

Female English Learner 7: “I avoid it”

Researcher: “Do you have a special reason?”

Female English Learner 7: “My teacher once told me that water only flows to the low place. If I get a compliment, then I proud of myself, just like the water, my science will not be flow. Therefore, I feel that I don’t deserve for such compliments”

Female English Learner 8

Researcher: “I want to know about the types of your compliment response after you get a compliment from your teacher in the class”

Female English Learner 8: “I ignore it, Miss”

Researcher: “Do you have a special reason?”

Female English Learner 8: “I learn from a holy book in this Islamic boarding school. As a human being, we need to learn from rice (*Ilmu padi*). The more we know about science, we need to bow. And not to be an arrogant person.

Female English Learner 9

Researcher: “I want to know about the types of your compliment response after you get a compliment from your teacher in the class”

Female English Learner 9: “I ignore it, Miss”

Researcher: “Do you have a special reason?”

Female English Learner 9:” My first reason is that my parent educates me from my childhood. Another reason is, I am as an Islamic boarding school female English

learner right now, the learning of moral is a priority and the law of religion that occur here have been the identity of *santri*. Because the best mentality is thirsting yourself.

Female English Learner 10

Researcher: “I want to know about the types of your compliment response after you get a compliment from your teacher in the class”

Female English Learner 10: “I avoid it, Miss”

Researcher: “Do you have a special reason?”

Female English Learner 10: “One of my teachers told me that we have to research from “bow” in our pray. In “bow” we kiss the ground by our forehead and put our head under, therefore we have to stay humble.

