

**COMPLIMENTS AND RESPONSES USED BY FEMALE  
ENGLISH TEACHERS AND STUDENTS AT NURUL JADID  
ISLAMIC BOARDING SCHOOL**

**THESIS**

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OF MALANG  
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ENGLISH TEACHERS AND STUDENTS AT NURUL JADID  
ISLAMIC BOARDING SCHOOL**

**THESIS**

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I state that this thesis entitled “**COMPLIMENTS AND RESPONSES USED BY FEMALE ENGLISH TEACHERS AND STUDENTS AT NURUL JADID ISLAMIC BOARDING SCHOOL**” is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only who responsible for that.

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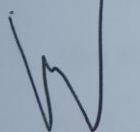
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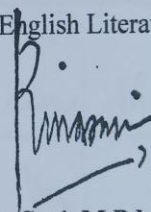
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**MOTTO**

*“Where there is will there is way”*

## **DEDICATION**

This thesis is proudly dedicated to my beloved parents, Bapak Suhairi and Ibu Sulasmi.

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*Alhamdulillahirabbil Alamiin .....*

All praises are due to Allah SWT, the most Gracious and the most Merciful. Allah is the one who has given me guidance and blessings so that I can finish this thesis entitled “*Compliment and Its Response Used by English Teacher at Nurul Jadid Islamic Boarding School*”. May shalawat and salutation always been giving to our Prophet Muhammad SAW who has brought us from the darkness to the lightness, from the stupidity to the cleverness, namely Islam religion.

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Malang, June 10, 2021

Siti Nur Cholifah

## ABSTRACT

**Cholifah, Siti Nur.** (2021). Compliments And Responses Used by English Teachers and Students At Nurul Jadid Islamic Boarding School. Undergraduate Thesis . Department of English Literature. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

**Keyword :** Compliments, Compliment Responses, Female Teachers and Learners, Nurul Jadid Islamic Boarding School.

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Language is a tool of communication owned by every human being in the form of a system of sound emblems produced from the mouth. Human can conduct social interaction with other people around them by communication. In a process of communication, it is not uncommon for people to produce compliment and its response. This research study focuses on compliment and compliment responses used by female English teachers and female English learners at Nurul Jadid Islamic Boarding School. Therefore, this research aims to find the topics of compliment used by the English teachers, the functions of compliment and the response to the compliment used by the female English learners at Nurul Jadid Islamic boarding school.

This research study used a Pragmatic approach and qualitative descriptive method, because the selection of qualitative data in this study was analyzed in a descriptive form. In this research study, data were taken from the conversations between female English teachers and female English learners at Nurul Jadid Islamic Boarding School. The data are the utterances produced by the female English teachers and the female English learners containing compliment and its response during the class activity. There are two theories used in this research according to Wolfson (1983) and Holmes (1995). This research study used the theory of Wolfson (1983) to investigate about the topic of compliment and the function of compliment. Wolfson (1983) divided the topics of compliment into four types. Wolfson also divided the functions of compliment into eight types. However, the compliment response used the theory of Holmes (1995). Holmes divided the types of compliment response into twelve types.

The researcher found 30 utterances data produced by English teachers and English learners at Nurul Jadid Islamic boarding school. The data generated from this study indicate that the English teachers at Nurul Jadid Islamic boarding school mostly used the topic of specific-act ability rather than the topic of appearance, possession and general ability. In this research study, the researcher also found six of the eight compliment functions based on Wolfson's theory. The six functions of compliments are: to strengthen and expand solidarity, to create or maintain rapport, to express admiration or approval, to encourage or motivate, to express positive evaluation, and to strengthen or to replace other speech act. Based on the six functions of compliment, the function of compliment that is more widely used is to express admiration or approval. In responding to the compliment, this research study used the compliment response theory from Holmes. The researcher concluded that, there are eight of the twelve types of compliment responses used by English students at Nurul Jadid Islamic Boarding School. The eight types of compliment responses are: appreciation token, agreeing utterance, downgrading utterance, return compliment, disagreeing utterance, question accuracy, informative comment, and ignore. From the eight kinds of compliment responses, there is one type of compliment response that is often used by these students, namely appreciation token type.

The conclusion of this study are female English teachers mostly uttered compliments based on the students ability, the function of the compliments mostly used is to express admiration or approval and the compliment responses mostly used by the female English learners are appreciation token types. The researcher hopes for the next researchers to conduct more studies on compliments and responses in other perspectives, for example in literary works, such as novels, short stories, talk show, movies, etc. Various factors can also be examined based on the age, gender, social background, education, etc.

## ABSTRAK

**Cholifah, Siti Nur.** (2021). Pujian dan tanggapannya digunakan oleh guru bahasa Inggris di Pondok Pesantren Nurul Jadid. Skripsi. Program Studi Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

**Kata kunci :** Pujian, Respon Pujian, Guru dan Pelajar Wanita Bahasa Inggris, Pondok pesantren Nurul Jadid.

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Bahasa merupakan alat komunikasi yang dimiliki oleh setiap manusia berupa sistem lambang bunyi yang dihasilkan dari mulut. Manusia dapat melakukan interaksi sosial dengan orang lain di sekitarnya melalui komunikasi. Dalam suatu proses komunikasi, tidak jarang orang menghasilkan pujian dan tanggapannya. Penelitian ini berfokus pada respon pujian dan pujian yang digunakan oleh guru bahasa Inggris wanita dan pelajar bahasa Inggris wanita di Pesantren Nurul Jadid. Oleh karena itu, penelitian ini bertujuan untuk menemukan topik pujian yang digunakan oleh guru bahasa Inggris, fungsi pujian dan respon terhadap pujian yang digunakan oleh pelajar bahasa Inggris wanita di Pesantren Nurul Jadid.

Penelitian ini menggunakan pendekatan Pragmatis dan metode deskriptif kualitatif, karena pemilihan data kualitatif dalam penelitian ini dianalisis dalam bentuk deskriptif. Dalam studi penelitian ini, data diambil dari percakapan antara guru bahasa Inggris wanita dan pelajar bahasa Inggris wanita di Pesantren Nurul Jadid. Datanya adalah ucapan-ucapan yang dihasilkan oleh guru bahasa Inggris perempuan dan pembelajar bahasa Inggris perempuan yang berisi pujian dan tanggapannya selama kegiatan kelas. Ada dua teori yang digunakan dalam penelitian ini menurut Wolfson (1983) dan Holmes (1995). Penelitian ini menggunakan teori Wolfson (1983) untuk menyelidiki topik pujian dan fungsi pujian. Wolfson (1983) membagi topik pujian menjadi empat jenis. Wolfson juga membagi fungsi pujian menjadi delapan jenis. Namun, respon pujian menggunakan teori Holmes (1995). Holmes membagi jenis tanggapan pujian menjadi dua belas jenis.

Peneliti menemukan 30 data ujaran yang dihasilkan oleh guru bahasa Inggris dan pembelajar bahasa Inggris di Pesantren Nurul Jadid. Data yang dihasilkan dari penelitian ini menunjukkan bahwa guru bahasa Inggris di Pesantren Nurul Jadid lebih banyak menggunakan topik kemampuan tindakan tertentu daripada topik penampilan, kepemilikan dan kemampuan umum. Dalam studi penelitian ini, peneliti juga menemukan enam dari delapan fungsi pujian berdasarkan teori Wolfson (1983). Berdasarkan keenam fungsi pujian tersebut, fungsi pujian yang lebih banyak digunakan adalah untuk menyatakan kekaguman atau persetujuan. Dalam menanggapi pujian tersebut, penelitian ini menggunakan teori respon pujian dari Holmes (1995). Peneliti menyimpulkan bahwa, ada delapan dari dua belas jenis tanggapan pujian yang digunakan oleh siswa bahasa Inggris di Pesantren Nurul Jadid. Delapan jenis tanggapan pujian adalah: tanda penghargaan, ucapan setuju, ucapan merendahkan, pujian balasan, ucapan tidak setuju, ketepatan pertanyaan, komentar informatif, dan abaikan. Dari delapan macam respon pujian, ada satu tipe respon pujian yang sering digunakan oleh siswa tersebut, yaitu tipe token apresiasi.

Kesimpulan dari penelitian ini adalah, guru paling banyak mengucapkan pujian berdasarkan kemampuan siswa, fungsi pujian yang paling banyak digunakan adalah untuk menyatakan kekaguman atau persetujuan dan respon pujian yang paling banyak digunakan oleh pembelajar bahasa Inggris perempuan adalah jenis appreciation token. Peneliti berharap kepada peneliti selanjutnya untuk melakukan penelitian lebih lanjut tentang pujian dan tanggapannya dalam perspektif lain, misalnya dalam karya sastra, seperti novel, cerita pendek, talk show, film, dll. Berbagai faktor juga dapat diteliti berdasarkan usia, jenis kelamin, latar belakang sosial, pendidikan, dll.

## مستخلص البحث

خليفة ، سيتي نور . (2021). تم استخدام تحياته وردوده من قبل مدرس اللغة الإنجليزية في مدرسة نور الجديد الإسلامية الداخلية . أطروحة .برنامج دراسة الأدب الإنجليزي .كلية العلوم الإنسانية .جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج .

الكلمات المفتاحية: تسبيح ، استجابة الحمد ، معلمات اللغة الإنجليزية والطالبات ، مدرسة نور الجديد الإسلامية الداخلية.

اللغة هي أداة اتصال يمتلكها كل إنسان على شكل نظام رمز صوتي ينتج من الفم .يمكن للبشر التفاعل اجتماعيًا مع الأشخاص الآخرين من حولهم من خلال التواصل في عملية الاتصال ، ليس من غير المؤلف أن يقدم الناس مجاملات وردود .تركز هذه الدراسة على ردود المديح والثناء التي تستخدمها معلمات اللغة الإنجليزية ومتعلمات اللغة الإنجليزية في مدرسة نور الجديد الإسلامية الداخلية .لذلك ، تهدف هذه الدراسة إلى معرفة موضوع الثناء الذي يستخدمه مدرسو اللغة الإنجليزية ، ووظيفة الثناء والاستجابة للمدح الذي تستخدمه طالبات اللغة الإنجليزية في مدرسة نور الجديد الإسلامية الداخلية.

تستخدم هذه الدراسة المنهج العملي والأساليب الوصفية النوعية ، لأن اختيار البيانات النوعية في هذه الدراسة تم تحليله بشكل وصفي .في هذه الدراسة البحثية ، تم أخذ البيانات من المحادثات بين معلمات اللغة الإنجليزية ومتعلمات اللغة الإنجليزية في مدرسة نور الجديد الإسلامية الداخلية .البيانات عبارة عن أقوال صادرة عن معلمات اللغة الإنجليزية ومتعلمات اللغة الإنجليزية تحتوي على مدحهن وردودهن أثناء الأنشطة الصفية .هناك نوعان من النظريات المستخدمة في هذه الدراسة وفقًا لـ (1983) Wolfson و (1995) Holmes تستخدم هذه الدراسة نظرية ولفسون (1983) للتحقيق في موضوع الثناء ووظيفة الثناء .يقسم Walfson (1983) موضوع المديح إلى أربعة أنواع يقسم ولفسون أيضًا وظيفة المديح إلى ثمانية أنواع .ومع ذلك ، فإن الرد على الثناء يستخدم نظرية هولمز .(1995) يقسم هولمز أنواع ردود المديح إلى اثني عشر نوعًا.

وجد الباحثون 30 من بيانات الكلام التي أنشأها مدرسو اللغة الإنجليزية ومتعلمي اللغة الإنجليزية في مدرسة نور الجديد الإسلامية الداخلية .تشير البيانات التي تم الحصول عليها من هذه الدراسة إلى أن مدرس اللغة الإنجليزية في مدرسة نور الجديد الإسلامية الداخلية يستخدم موضوع مهارات العمل المحددة أكثر من موضوع المظهر والاستحواد والقدرة العامة .في هذه الدراسة البحثية ، وجد الباحث أيضًا ست وظائف من أصل ثمانية وظائف مدح تستند إلى نظرية ولفسون .(1983) استنادًا إلى الوظائف الست للمديح ، فإن وظيفة المديح المستخدمة في الغالب هي التعبير عن الإعجاب أو الموافقة .ردا على الثناء ، تستخدم هذه الدراسة نظرية الاستجابة المجاملة من هولمز .(1995) وخلصت الباحثة إلى أن هناك ثمانية أنواع من أصل اثني عشر نوعًا من ردود المديح التي يستخدمها طلاب اللغة الإنجليزية في مدرسة نور الجديد الإسلامية الداخلية .الأنواع الثمانية لردود المجاملة هي :رمز التقدير ، والإقرار ، والملاحظة المتعالية ، والثناء المتبادل ، والرفض ، وصحة السؤال ، والتعليق الإعلامي ، والتجاهل .من بين الأنواع الثمانية لإجابات المديح ، هناك نوع واحد من ردود المديح التي يستخدمها هؤلاء الطلاب غالبًا ، وهو نوع التقدير المميز.

استنتاج هذه الدراسة هو أن المعلم يمدح في الغالب بناءً على قدرات الطلاب ، ووظيفة المدح الأكثر استخدامًا هي التعبير عن الإعجاب أو الموافقة ، واستجابة المديح الأكثر استخدامًا من قبل متعلمات اللغة الإنجليزية هي نوع رمز التقدير .يأمل الباحث أن يقوم الباحثون المستقبليون بإجراء المزيد من الأبحاث حول المديح وردوده من وجهات نظر أخرى ، على سبيل المثال في الأعمال الأدبية ، مثل الروايات والقصص القصيرة والبرامج الحوارية والأفلام وما إلى ذلك .يمكن أيضًا دراسة عوامل مختلفة بناءً على العمر . والجنس والخلفية الاجتماعية والتعليم وما إلى ذلك.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of the background of the study, research questions, objective of the study, significance of the study, scope and limitation, the definition of key terms, previous studies, and research methodology used by the researcher to conduct this study.

#### **A. Background of the Study**

A language is a communication tool owned by every human being in the form of a system of sound emblems produced from the mouth. A human can conduct social interactions with the people around them. Therefore, they can express their feelings and thoughts to be declared. Language is also the tool for exchanging knowledge, mind, and experience. In the communication process, the speaker produces utterances and conveys a message to the listener clearly so that the listener will reply or respond as well. Somebody can do the process by using language as the first tool in communicating or interacting. However, sometimes in communication, the listener often makes some mistakes in understanding the speaker's purpose. Hence, a pragmatic study is needed for the human being to understand the meaning of "the speaker's meaning."

Pragmatic is a study of the relationship between language and context that is the basis of the explanation of language understanding. May (1994) has stated that pragmatics is a branch of linguistics that deals with language and the users. Kreidler

(2002) defines that pragmatics as a branch of linguistics that deals with the meaning of an utterance. Pragmatics is the study of aspects of the use of meaning and language that depend on speakers, receivers, and other features of the speech context. The main focus of pragmatics is the way a person can a specific meaning of a particular speech situation to understand what the speaker is referring to, to interpret the topic of speech from the speaker, and to infer the meaning of the speaker's speech received by the listener without having to be explained by the speaker.

According to Yule (1996, p. 4), "pragmatics is a study of linguistics forms relation and the users of the forms." It is the study of a form used by humans. Yule (1996) also clarifies certain angles that are contemplated and examined in pragmatics, such as deixis and separation, presupposition and entailment, reference and deduction, implicature, good manners, and discourse act. Based on Horn & Ward (2006) both stated that pragmatics has several areas: implicature, speech acts, presupposition, deixis, definiteness, and indefiniteness.

A speech act defines as an utterance as a functional unit in communication. A speech act pronounces a sentence to state that the listener can know the speaker's purpose. Yule (1996, p. 47) defines a speech act as an action performed through expressions with more explicit names, such as apology, complaint, invitation, promise, request, or compliment. Praise is to express something positive about a person, sincerely and honestly. A compliment is a saying that can make people who hear it feel flattered so that it can also motivate the person who gets the compliment.

A compliment is very important to show how much we like what is said, done, or achieved by someone.

France (1992, p. 11-15) states that the word 'compliment' has its underlying foundations in the Italian compliment. Compliment alludes to the activity done on the one hand by a commitment and, then again to "a slant of appreciation which originates the heart, mirrors reality and genuineness of the spirit." Cohen (1991, p. 25) & Holmes (1994), as quoted by Smadi (1999, p. 15) & Shabeeb (2008), explain that the use of 'compliments' is to function as social devices. "It is the most appropriate way of expressing solidarity. " A compliment is an utterance that makes the person who hears it flattered so that it can also motivate the person who gets a compliment.

According to Tillit & Bruder (1985, p. 66), quoted by Al-Fattah (2011) express that "compliment express endorsement, and their primary intention is to show that you like a few parts of the other individual's appearance, having a place or work. This consoles the other individual that their taste, appearance, and so on, is valued by others. A few people use compliments to "adulate" someone/ to compliment to expand generosity. Along these lines, abuse of compliment may appear to be dishonest."

A compliment is one of the acts of speech that is one of the classifications of expressive speech. This topic is interesting to be analyzed because it often happens in everyday life. A compliment has also become an important topic that some linguists

have discussed as to their research topic. As Hebert (1989) indicated, a compliment is utilized to arrange fortitude with a recipient to cause individuals to feel better. In addition, Holmes (1988, p. 446) stated that a compliment is a speech act that can make a closer connection with others as what he described the compliments as: "A speech act that gives credit directly or indirectly to someone other than the speakers, typically the person addressed, for some "good" (possession, characteristic, ability, etc.) that the speaker and the listener regard positively.

As cited in Wu (2008, p. 28), "compliments are classified into four classifications," according to Herbert (1998), which are: compliments on appearances, compliments on performances or skills or abilities, compliments on possessions, and compliments on personality. First, compliments on appearance are given to respect the appearance of others. It is typically about the appearance of the addressee, such as clothing, hair, body, etc. For instance, "Your dress looks beautiful!". Second, Compliment on Performances or Skills or Abilities is a compliment given to the recipient as the significance of something produced to achieve an achievement through his/her abilities or efforts. For instance, "You did a great performance." Third, Compliment on Possessions is a compliment given to someone else's possessions. For example, "I like your new car!". Finally, Compliment on Personality is a compliment created for another's internal feature or emotion. For instance, "O, she is a patient woman!."

When anyone compliments you, you must respond with a compliment of your own. The addressee will usually accept the compliment. However, compliments are not always acknowledged in reality. According to Pomerantz (1978), this explanation is that two principles control the theory of compliments responses, which hold the addressee in a difficult position. The first is to agree with the speaker, while the second is to refrain from self-praise.

According to Herbert (1990), compliments given to others evoke a response known as the complement response. The structure of a complement is similar to that of an adjacency pair. As a consequence, compliments and responses are inextricably related. According to Herbert (1990), he classified compliment responses into twelve types: (1) *Appreciation Token* (2) *Comment Acceptance* (3) *Praise Upgrade* (4) *Comment History* (5) *Reassignment* (6) *Return* (7) *Scale Down* (8) *Question* (9) *Disagreement* (10) *Qualification* (11) *No Acknowledgement* (12) *Request Interpretation*.

Some previous studies were conducted by other researchers on the same topic, such as Al Fatah (2011), who investigated Compliment Response Used by Students of the English Department of Semarang State University. The study investigated the realization of compliment responses made by the students of the English Department of Semarang State University using the discourse completion test (DCT) as the tool to analyze. Mohammad (2015) conducted another research about the compliment responses produced by Jordanian Arabic speakers. The next researcher was Urfah

(2016). She investigated complement and its response used by the characters of *You Again* movie. The next research conducted by Rustam (2017) investigated revealing and female Iranian teenage EFL learners preferred to evade and reject more than Iranian male teenage EFL learners. Jannah (2018) was the next researcher investigating the compliments and their response used by Instagram users. This study investigated complement and its responses used by Instagram users, haphazardly taken from Instagram users' posts in 2017. The last researcher was Munawwaroh (2020). She investigated compliment response strategies of female English Learners at Darullughah Wal Karomah Islamic Boarding School. This research investigated compliment response strategies used by female English learners at Darullughah Wal Karomah Islamic Boarding School.

This research is unlike previous studies. The difference between this research and previous studies is in the research finding. This research investigates compliment and its response used by an English teacher at Nurul Jadid Islamic boarding school. Therefore, the researcher found 30 data utterances produced by the English teacher and the female English learners. In this research, the English teacher mostly compliments based on the student's ability because this research takes place in an Islamic boarding school. The data was taken from the communication between the teacher and the students in the class activity. However, some previous studies mostly investigated the compliment based on appearance, and the subject of the research mostly used literary works such as novels and movies.

This research is significant to be analyzed because it investigates compliments and their response by the English learners at Nurul Jadid Islamic boarding school. This research is important and exciting to study at the Nurul Jadid Islamic Boarding School because the Nurul Jadid Islamic Boarding School applies the immersion method. There are several models and programs in bilingual education. One of them is Foreign Language Immersion which is rooted in the Canadian Immersion Program. According to Feinberg (2002, p. 93), as cited in Hidayah (2018), the Foreign Language Immersion program uses a language, namely a second language or a foreign language, involving all components in the school. Students learn foreign languages through language recognition of certain objects in the target language.

According to Baker (2001, p. 205), Immersion Program is then divided into Total Immersion and Partial Immersion. The Total Immersion program means that the use of foreign languages is carried out almost 100%. In comparison, Partial Immersion shows the use of foreign languages of 50%, along with the use of the first language or L1. Therefore, at Nurul Jadid Islamic boarding school, the teachers and the students almost 100% used English in their daily communication, even in and out of the school.

This research only focuses on the analysis of compliments and their response used by English teachers and English learners. Therefore, this study investigates the topic of compliment based on the theory of Wolfson (1983). This study also investigates the function of using compliments based on four aspects: personal appearance,

possession, general ability, and specific-act ability. The function of compliment will be explaining from the aspect of literature based on the theory of Wolfson (1983). However, the theory of Holmes (1995) is used to investigate the compliment response used by the female English learners at Nurul Jadid Islamic boarding school.

The previous studies mostly investigate compliment and complement response in literary works. Therefore, the previous studies mostly investigated compliments based on the addressee's appearance rather than the ability. However, this research is unlike the previous studies. This research investigates compliment and its response used by an English teacher at Nurul Jadid Islamic boarding school. The compliments mostly uttered by the teacher are based on the student's ability since the data was taken from the conversation between the teacher and the students. The difference between this research and the previous studies is based on the theoretical framework and the subject of the study. This research took place at the Nurul Jadid Islamic Boarding School, where this research also has a different geographical context. In the previous studies, there were also those who did the same object and subject of research, but the previous studies only focused on the compliment response used by the female English learners.

The researcher of this study wants to learn more about compliments and their responses happen at Nurul Jadid Islamic boarding school. It is fascinating to explore how people give and receive a compliment and its responses in Islamic boarding school society. As the study's scale, the researcher employs a Pragmatic approach. The researcher explains the distribution of compliments speech in this analysis and

defines the addressee's responses to the compliment. This research wants to give more information to the English students, especially the English literature Department students, about how to give a compliment, its response, and its functions, which decided into four categories above. However, it can improve our understanding of how people compliment based on English perspective or English culture appropriately. Therefore, I can improve my understanding of compliments and their response based on English culture appropriately.

#### **A. Research Question**

1. What are the types of compliments used by the female English teachers at Nurul Jadid Islamic boarding school?
2. What are the functions of compliments used by the female English teachers?
3. How do the female English learners respond to compliments given by the female English teachers?

#### **B. Objective of the Study**

Related to the research questions above, the researcher intends to present the description of several objectives below:

1. To examine the types of compliments used by the female English teachers.
2. To examine the functions of compliments used by the female English teachers.
3. To examine the compliment responses used by the female English learners.

### **C. Scope and Limitation**

There are many kinds of speech acts found in daily life and social interaction. However, the researcher focuses on language use in context, especially speech acts of giving and responding to compliments English teachers and English learners at Nurul Jadid Islamic boarding school. The research is limited to the participants of the research. The researcher only focused on the highest class, namely the advanced class, to take the data. The researcher has chosen the English learners of Nurul Jadid Islamic boarding school to make the analysis more informative and more oriented. The researcher limited the participants to female English learners in a specific class at Nurul Jadid Islamic boarding school.

### **D. Significance of the Study**

This research can be useful for me, especially to understand the use of compliments and its responses used by English teachers and English learners at Nurul Jadid Islamic boarding school. The significance of the study is to contribute both practically and theoretically. Theoretically, the results of this study are expected to contribute to the enrichment of examples of compliment and responding compliments expressions, as well as the creation of deep knowledge, especially the pragmatic study of compliment and its responses produced in various ways by the English teacher and the English learners at Nurul Jadid Islamic boarding school.

Indeed, it is also required to make real contributions. It is intended to be useful for students in the English Language and Letters Department and students from other departments in providing additional information about pragmatics, especially the part about compliments and their responses, and more information about how to give and react to compliments. This research aims to contribute to developing the example of compliment and its response used by the English teacher and the English learners. The findings of this study can assist me in better understanding the compliment and its response methods used by English teachers and English learners. Therefore, I can better understand second language acquisition, especially how to compliment and appropriately respond to compliments based on English culture.

#### **E. Definition of Key Terms**

In order to convince the reader in understanding this research, this research has several definitions of the key terms below:

- 1. Pragmatics:** Pragmatics is a study of aspects of the use of meaning and language that rely on speakers, receivers and other features of the speech context.
- 2. Speech Acts:** Speech act is the pronouncing of a sentence to state that the listener can know the purpose of the speaker.
- 3. Compliment:** An utterance that makes the person who hears it flattered, so that it can also motivate the person he praises.

This research studied the students who get a compliment from the teachers.

4. **Compliment Response:** Compliment response is a response to someone's declaration of appreciation or approval, as well as a response to someone who offers a gift, loves or honors someone, or expresses congratulations.

#### **F. Previous Studies**

Several researchers in various fields have carried out research on compliment response. Other researchers observe in a different place and different subjects such as the compliments and its response used by Instagram users, compliment response strategies of female English learners at Darullughah Wal Karomah Islamic boarding school, compliment response used by students of English Department of Semarang State University, the Use of Compliment Response Strategies by Persian and English Native Speakers, and compliment and its response used by the characters you again movie. The writer provides some previous studies related to the research.

Al Fatah conducts the first research (2011). He investigated Compliment Response Used by Students of the English Department of Semarang State University. The data were collected using a discourse completion test (DCT) used to elicit compliment responses of the participants of the study. The data were analyzed using Tran's framework (2007). The understudies of the English Department of Semarang State University utilized different sorts in responding to compliments. The specialist discovered thirteen sorts of compliment responses from fifteen kinds of Tran's compliments types (2007). Those are compliment redesign, understanding, thankfulness token, return, clarification, reassignment, non-informal, praise minimize, difference, communicating happiness, follow-up question, questioning inquiry.

Thankfulness token was the most frequently utilized in all circumstances given in this investigation, while the non-informal reaction was the least reaction utilized. No member is reacted to the commendation by utilizing non-colloquial and contradiction tokens.

The next research is conducted by Shabani (2015). He investigated A Comparative Study on the Use of Compliment Response Strategies by Persian and English Native Speakers. The purpose of this study was to look at complement response techniques, which are a subcategory of politeness strategy employed by a group of Persian and English native speakers, as well as the influence of gender on the usage of compliment response strategies. To these ends and with the use of convenient sampling, thirty Iranian native speakers (15 females and 15 males) in Iran and 26 English native speakers (13 females and 13 males) in Canada, all college students with an age range of 17-30, participated in this study. A researcher-created questionnaire in the form of a Discourse Completion Task was sent to the participants in order to collect a corpus of compliment replies.

The last research is conducted by Urfah (2016). She investigated Compliment and Its Response Used by The Characters You Again Movie. This study aims to find out the topics of compliment and its functions in the You Again movie, which is used by the movie's characters. This study used qualitative descriptive and used pragmatic approach. The data of this study was taken from the conversation containing compliments and compliment responses in verbal-non verbal acts. The verbal acts were taken from the conversation expressed by the characters of the You Again

movie, while the non-verbal acts were taken from the facial expression, from the body language, from the eye contact, and from the touching expressed.

The other research is conducted by Jannah (2018). She investigated the compliments and their response used by Instagram users. This study focuses on English compliments and their responses used by Instagram users, which were haphazardly taken from Instagram users' posts in 2017. The information was dissected by utilizing the hypothesis of Wu (2008) and Herbert (1990). The result of this study shows that (1) there are seven topics of praise used by Instagram users, such as appearance, ownership, execution/capacity/aptitude, character attribute, and three distinct themes, such as food/drink, location, and image. The point was usually utilizing the appearance (37,5). It suggests that the addresser often praises the obvious thing or the recipient's external bundling. (2) There are four elements of praise, such as expressing gratitude, supplanting appreciation/compliment, facilitating conversation, and reinforcing desired actions.

The next research is conducted by Munawwaroh (2020). She investigated Compliment Response Strategies of Female English Learners at Darullughah Wal Karomah Islamic Boarding School. This examination researched praise reaction systems utilized by female English students at Darullughah Wal Karomah Islamic Boarding School. There were ten female English students who chose dependent on the standards required in the exploration. The information is the expression of female English students containing praise reaction systems taken during the class meeting. There are two speculations utilized in this examination. The hypothesis used to

investigate the kind of praise reaction was Holmes (2018), and the theory used to break down the connection between the language and the general public of the members was Sapir and Whorf (2011). This study shows that 52 of the 100 data collected by the scientist is in the class of disregarded sorts, and 42 data are recognized sorts. The most prevalent used are overlook types from the two types over.

## **G. Research Method**

In this research, the research method is divided into five sections: research design, research instrument, data and data source, data collection, and data analysis. The data were analyzed by using the theory of Wolfson (1983) and Holmes (1995). Wolfson's theory is used to investigate the topic and the function of the compliment uttered by the English teachers. However, Holmes's theory is used to investigate the compliment response uttered by female English learners.

### **1. Research Design**

This research uses the descriptive qualitative method. According to Strauss & Corbin (2009:4) in Rahardjo (2020) defining in general that qualitative research is the type of research whose findings are not obtained through statistical procedures or other forms of the count. Such as examples of research on life history, research on life, one's behaviour or organizational behaviour, and so on. The researcher uses descriptive qualitative in explaining and analyzing the data. The researcher also wants to describe the phenomena that occurred in the data. This research aims to describe

and investigate the types of compliments, their function, and compliment responses used by English teachers and English learners at Nurul Jadid Islamic boarding school.

The researcher takes the data in advance class, which is the highest class. The participants of this research are female English teachers and female English learners, which consist of 4 English teachers and 35 female English learners. The English teachers at Nurul Jadid are students who are still active in Islamic boarding schools, and they are already at the college level, which is around 19-21 years old. The English teachers are alumni of the LBI (Lembaga Bahasa Inggris). They have been teachers since they graduated from LBI. LBI itself is one of the institutions in Islamic boarding schools. They teach for approximately 3-4 years since they were declared graduated from the institution.

## **2. Research Instrument**

In using qualitative descriptive, the researcher wants to make detailed information and wants to make the reader easier to understand what is mean by this study. In this research, the research instrument is the researcher herself. Therefore, the researcher is the main instrument for collecting the data during the research. The researcher needs some supporting instruments in this study. The researcher will be the main instrument, the English teachers and the English learners at Nurul Jadid Islamic boarding school as the participants, voice recording, and conversation transcript.

### **3. Data and Data Source**

The data is from the English teachers and the English learners at Nurul Jadid Islamic boarding school utterances. The data source is the utterances produced by the teacher and the students at Nurul Jadid Islamic boarding school when they produce compliments and their responses. This study talked about the compliment and its responses used by English teachers and English learners at Nurul Jadid Islamic boarding school as the main point and as the participants in this study. The data was taken from the utterances produced by the English teachers and the female English learners on April 05-19, 2021. The researcher hopes that the English teachers and the English learners could help the researcher in analyzing and investigating the use of compliments in this study.

### **4. Data Collection**

In collecting the data, the researcher uses several steps. The first step is the researcher come to the class and observing the conversation between the English learners and the teacher in the class activity. The second step is that the researcher transcribes part of the conversation, the compliment and compliment response uttered by both of the English teacher and the English learners. The third step is the researcher chooses, divides and underlines the compliment based on four topics of compliment according to Wolfson (1983), the researcher divides each function of the compliment according to Wolfson (1983), and compliment responses used by the female English learners according to Holmes (1995).

## **5. Data Analysis**

After collecting the data, the researcher analyzes the data with a descriptive analysis. This research was conducted to discuss the use of compliment and its responses at Nurul Jadid Islamic boarding school. To analyze the data the researcher uses the following steps:

1. The researcher classifies the types of topic of compliment used by the English teacher at Nurul Jadid Islamic boarding school based on four topics of compliment according to Wolfson (1983).
2. The researcher tries to find the function of compliment used by the English teacher based on Wolfson (1983).
3. The researcher investigates how the English learners respond to the compliment given by the English teacher based on Holmes (1995).
4. The researcher makes a conclusion based on the research findings.

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

In this chapter, the author explains the theory related to the research. They are the definition of Pragmatics, the definition of Speech Acts, the definition of compliment, the types of compliment response, the definition of an Islamic boarding school, the detailed definition of Nurul Jadid Islamic boarding school, and the previous studies. The researcher takes the use of compliments and its response by English learners at Nurul Jadid Islamic boarding school to carry out this study. Therefore, this study needs a pragmatic approach as a way of analyzing the data. Some references related to pragmatics are essential to guide the researcher to interpret the meaning of utterances.

#### **A. Pragmatics**

Pragmatic is a study of the relationship between language and context that is the basis of the explanation of language understanding. Pragmatics is the investigation of importance that is identified with the discourse circumstance. Leech (1983) According to Yule (1996), argues that pragmatics ought likewise to consider parts of the setting, for example, which individuals are conversing with, where, when, and under conditions that will decide the manner in which which they state and what they need to state.

According to Yule (2006), pragmatics is the study of contextual meaning. This kind of research needed includes the understanding of the precise meaning of what the speaker means and how the context affects what is said. It also relates to a consideration of how the speaker organizes what she or he wishes to say to someone else in an acceptable manner, where, where, and what the situations take place in the speech act.

Levinson (1983) states that pragmatics is the investigation of language use, that is, the investigation of connection among language and setting which is fundamental to a record of language understanding which includes the creation of derivations which will interface what is said to what exactly is commonly accepted or what has been said previously. People definitely have different points of view from each other. Therefore, pragmatics can also solve the point of view issue between the speaker and the listener.

Based on the definition of pragmatics above, it can be concluded that Pragmatics is a branch of linguistics concerned with the relationship between language and context. It means that in Pragmatic, the relationship between meaning and language takes centre stage.

## **B. Speech Acts**

Yulee (1999) describes speech act as an element of pragmatics conversation which identified with what a specific sentence and expression has certain demonstration inside it. Communicating in a language is performing discourse acts, for example, offering expression, providing orders, posing inquiry, making

guarantees, etc. as such, we can get things done with speech. The investigation of how individuals get things done with discourse is the investigation of speech acts. In contemplating speech acts, one is intensely mindful of the significance of the setting of the articulation.

According to Austin (1962) divided three kinds of acts occur when we say something to someone, namely locutionary, illocutionary, and perlocutionary. Firstly, the locutionary act is the act of making a meaningful utterance. It is the basic act of utterance. For example, in the utterance "Would you open the door, please?" the illocutionary act is the speaker asks the hearer to open the door. Secondly, the illocutionary act is performing an intentional utterance of the speaker or what is the speaker expects to do by the hearer. Thirdly, the perlocutionary act is about producing the effect of the meaningful, intentional utterance. When the speaker says, "would you open the door, please?" then the hearer will close the door is the perlocutionary act.

According to Searle, as cited in Wijana (1996), speaking a language involves making comments, giving orders, asking questions, and making promises. Yule (2006) described speech acts as actions carried out by utterances such as an apology, a complaint, a compliment, a pledge, or a request.

Holmes (1988) characterizes compliment as a discourse demonstration that unequivocally or verifiably brings up from one person to another. It is normally delivered for lauding some useful things, for example, expertise, ownership,

character, execution, and so forth. It is considered emphatically by the speaker and the recipient in the discussion.

### **C. Compliment**

A compliment is a word that can be used to convey approval or to indicate that you admire certain aspects of another person's appearance, job, or accomplishments. According to Tillit & Bruder (1985, p. 66) state that "Compliments convey approval, and their main aim is to show that you like certain aspects of the other person's appearance, belonging, or work." This reassures the other individual that others respect his or her taste, beauty, and so on. Compliments are often used to "butter up" someone or to flatter in order to raise goodwill. As a result, excessive compliments can seem insincere."

A compliment is an act in which someone shows appreciation for something that belongs to someone else. According to Holmes (1995), compliments are optimistic, respectful speech gestures used to convey the speaker's feelings of adoration towards the interlocutor. According to Rong Chen (2010), Talking about interlocutors stated that compliments often occur between people of the same status colleagues, acquaintances, and casual friends - not nearly often among intimate such family members. This finding has been used as a starting point for research on compliments in other languages since it was discovered by Manes Wolfson later confirmed by Herbert (1986, 1989, 1990, 1991).

Herbert (1998) states that compliments have a nearness pair activity or activity chain occasion structure. In this way, compliments and their reaction cannot be

isolated. It implies that individuals will likewise react to the compliment at whatever point and any place individuals get a commendation. When there is a compliment, there is also a response from the listener who gets the compliment. To have a good conversation then there is a need for a response to the compliment. The response itself there are several kinds that the person will generate, and they are entitled to choose what response to give and how to give to the speaker who gives the compliment.

While compliments are a type of speech act, they are also a form of positive politeness. According to Brown & Levinson (1987), complimenting conveys agreement, support, and a sense that the speaker and the hearer may have similar perspectives (cited in Choironi 2013). According to Wolfson (1983, p. 89), cited in Han (1992), stated that one of the key functions of compliments is to "create or sustain unity between interlocutors" by expressing appreciation or approval.

Complimenting is a speech gesture that is used to make people feel comfortable during a communication exchange. People use complement gestures to praise others for their physical or non-physical attributes. Delivering compliments needs some strategies. Direct and indirect compliments are used in complement techniques. There are some compliment topics covered in a compliment approach, for example, possession, ability, physical appearance, and personality. According to Holmes (in Paulson & Tucker, 2003) stated that compliment is a speech gesture that expressly or indirectly draws attention to someone else. The most common reason for a compliment is to praise something positive, such as a possession, character, or ability. In a conversation, both the speaker and the listener regard it favorably.

Wolfson (1983) is the one who claimed that a compliment includes adjectives to express the speaker's optimistic assessment. According to Wolfson (1983), the adjectives "beautiful," "pretty," and "nice" are the most commonly used in compliments. Some verbs, such as like and love, are often used in compliments to convey constructive assessment. Nouns (e.g., brilliant and angel) or adverbs (e.g., well) are often used as compliments (Wolfson & Judd, 1983). Wolfson (1983) decided the topic of compliment into two types, namely appearance and ability. Therefore, he divided every topic of compliment into two categories, they are personal appearance and possession is in appearance topic. However, general ability and specific act ability is in ability topic.

The topics of compliments were divided into two types they are appearance and ability (Wolfson & Judd, 1983).

- a. Topic of Appearance: A compliment of appearance is a compliment given on their appearance. The compliment is typically about the addressee's appearance, such as clothing and hair. The most famous kind of compliment is a compliment on one's beauty. Wolfson further divided compliments on appearance into two categories: personal appearance, which usually involves clothing, and possession, which usually involves material possession.

- 1.) Personal Appearance

The type of a compliment on one's appearance normally revolves around something that the individual uses.

Example: *I like how you look beauty with your clothes.*

There is also expression on other facets of one's personal image that are unrelated to the item used.

Example: *your eyes always look beautiful.*

## 2.) Possession

The majority of compliment on possession topics are on material possession.

Example: *Your mother is so kind.*

- b. Topic of Ability: A compliment on skills/abilities is a compliment given for the nature of something provided by the addressee's talent or effort, such as a well-done work, a well-played game, a nice meal, etc. Wolfson further divided compliments on skill/abilities into two categories: general ability, which includes references to skill, creativity, personal attributes, and taste, and specific-act ability, which includes all compliments that are specific to a specific act. It is not about someone's physical appearance, it is about their ability in a specific situation. There are two types, general ability and specific-act ability.

### 1.) General Ability

Skill, creativity, personal consistency, and taste are all categorical references in the general ability.

Example: *Your voice is awesome like a mocking jay bird.*

## 2.) Specific-act Ability

All compliments that are specific-act in a specific circumstance and condition are included in the specific-act ability. Specific ability contains all compliments which are specific-act in a certain situation and condition.

Example: *She is doing a good job. This is really spectacular* .

Nonetheless, compliment have diverse role in various event in the collaboration or correspondence. The speaker from higher status will in general make a commendation keeping up certain exercises or piece of works of other people who are in the lower status. It regularly incorporates work as support.

Wolfson (1983) identified several complement functions. They are as follows:

### a.) Compliments helped to strengthen and expand solidarity.

The primary aim of a compliment is to reinforce the solidarity between the speaker and the addressee. It is typically thought of as positively affective expression directed at the addressee. Compliment is an important tool for fostering mutual support and solidarity. It is used to create and maintain positive social relationships.

### b.) Compliments have function to create or maintain rapport.

It refers to the process of creating or maintaining a relationship between the speaker and the addressee.

### c.) Compliments have function to express admiration or approval.

Originality of speech is commonly associated with spontaneity. The speaker

inadvertently conveys to the addressee his or her appreciation or approval.

- d.) Compliments have function to encourage or motivate.

Encouragement refers to the use of a compliment to inspire the individual who receives it.

- e.) Compliments' function is to express the positive evaluation.

The adjectives *nice* and *good* are often used to convey positive evaluation.

- f.) Compliments often serve to strengthen or to replace other speech act.

Thank you for this lovely gift; I really like it. Compliment can also be used to strengthen or to replace other speech act formulas such as *thanking*, *apologizing*, and *greetings*. For example: "*thanks for this beautiful gift, I really like it*".

- g.) Compliments may be used to soften criticism.

This is especially true when the partners in the relationship all want to be together and preserve social harmony. As a result, compliments are often paired with *but*. It is used to reduce the frustration of the speaker's criticism. As an example: "*The ending of the story is good but it is actually quit moving*".

- h.) Compliments may also be used to modify the sarcasm.

A compliment can easily devolve into a rebuke or even an insult. For instance, *you are a good football player for a lady*.

## **D. Compliment Response**

### **a. The definition of compliment response**

According to Tripod (1999) describes that compliment response is a verbal affirmation that the beneficiary of the commendation heard and responded to the commendation. This response may vary starting with one individual then onto the next society relying upon an assortment of relevant and social components. Compliment responses mean a typical expression or sentence that individuals state after someone else that has commended them for ownership, capacity, appearance, or anything significant for social or other explanation. Furthermore, compliment and compliment response cannot be isolated each other (Herbert, 1989).

### **b. Compliments Response Types**

According to Holmes (1995) in her book *Women, Men, and Politeness* there are three types of compliment responses which is divided into twelve subtypes.

#### **1). Accept**

According to Holmes (1995) defines that "Accepting" is the first group. This section has a specific category that demonstrates that the study subject acknowledges the compliment even though they don't say "yes" explicitly or convey it by body language. The "accept" category occurs when the recipient of the compliment is overjoyed with the compliment. This type has the characteristic of the recipient smiling, thanking, or complimenting the speaker.

### **1). Appreciation/ Agreement Token**

This category expresses how a compliment is accepted, whether it is verbal or nonverbal. The addressee responds with a motion such as shaking the head, giving a smile, or saying thank you to the speaker, such as, "*Thanks,*" "*Thank you, nod, or smile.*"

### **2). Agreeing utterance**

The recipient of compliments agrees with the compliments. When anyone compliments you, you normally respond by saying something positive about the person who complimented you. It makes it clear that the person receiving the compliment is comfortable with it. The acceptance of a compliment and the answer with a compliment of the same or similar nature, e.g., *I think it's lovely too.*

### **3). Downgrading utterance**

Since getting a compliment, no one stayed quiet. Therefore, this does not say that the research participants did not reject; rather, they used verbal answers such as downgrade and challenge. When the recipient of a compliment qualifies the compliment force/compliment statement or downplays the complimented thing, this is known as downgrading or qualifying utterance. The complement that is offered with a downgrade, e.g., *it's not bad as is it.*

#### **4). Return compliment**

Return compliment is someone who has been complimented receives a reciprocal compliment. When the recipient of a compliment pays back the compliment to the speaker of the compliment, it is known as a return compliment. If a complimented person returns the compliment, it means they do the same thing to someone else as the person did to them. It is likely that the speaker of compliment and the recipient share the same compliment, for example, if anyone compliments them on their attractive appearance, the recipient of the compliment will respond with something like "you're attractive as well." *e.g. you're looking good too.*

#### **2. Reject**

According to Holmes (1995), rejection occurs when the recipient of a compliment feels unsuitable due to the participants' relationship. However, it is likely that the people who earn compliments do not appreciate them. The following are the three categories of rejection:

##### **1). Disagreeing utterance**

If the recipient of a compliment disagrees with the speaker's utterances and rejects the compliment, this is known as a disagreeing utterance. The addressee disagrees with the compliment, believing that it is unnecessary to complement. *e.g. I'm afraid I don't like it much.*

## **2). Question accuracy**

The question of whether the compliment is genuine (whether the speaker means it or not). When the recipient of a compliment challenges the meaning of the compliment and chooses to deny it, the receiver of compliments does not feel at ease with the speaker's compliment. *e.g. is beautiful the right word?*.

## **3). Challenge sincerity**

Challenge the sincerity of a compliment is where the recipient of the compliment is unclear if the speaker is complimenting them honestly. Therefore, the receiver of the compliment refuses it by questioning the sincerity of the compliment against the speaker of the compliment. The addressee is the one who makes the challenge argument in this situation. *e.g. you don't really mean that.*

## **3. Deflect/Evade**

In several cases, Holmes (1995) states the 'deflect/evade' form is the most fascinating type. The recipient of a compliment can avoid taking responsibility for the positive impact expressed by the speaker of the compliment in a number of ways, including deflecting or passing credit elsewhere, or avoiding acceptance of the positive effect expressed by the speaker of the compliment. There are five types in the 'ignore' category as well.

### **1). Sift Credit**

Shifting credit is a technique used by both givers and receivers of compliments to give credit to someone other than themselves, and in some cases, the speaker of the compliment. Typically, receivers change credit because they believe they do not

deserve it, and this is deserving of offering credit to the one who does. The addressee reacts to the compliment by illustrating something that has been appreciated. *e.g. my mother knitted it.*

## **2). Informative Comment**

A compliment answer that includes appropriate details to the compliment is known as an insightful statement. This kind of compliment was used to offer extra details to the speaker in order for the speaker to miss the compliment for the recipient. The addressee responds to the compliment by providing a background description of the celebrated object. *e.g. I bought it at that Vibrant Knits place.*

## **3). Ignore**

When receiving a compliment, the recipient transfers the conversation's focus. This avoidance can be accomplished by responding with a semantically appropriate insightful answer that simply ignores the compliment's positive impact, or it can be accomplished less satisfactorily in the context of a skillful dialogue by responding with a response that simply ignores the compliment and switches the topic. The addressee dismisses the compliment by changing the subject. *e.g. it's time we were leaving isn't it?*

## **4). Legitimate Evasion**

Legitimate evasion is the reaction to the following utterances that helps the listener to avoid having to respond to the compliment. Legitimate evasion is often where the receiver asks that the speaker of the compliment reiterate the compliment in another manner. The suggestion is that the recipient's pride prohibits them from

acknowledging the praise, but they don't want to deny it outright. *e.g. you know that house in the south street.*

#### **5). Request reassurance**

When the recipient of a compliment challenges the speaker's compliment, this is known as request reassurance. The recipient of a compliment confronts the speaker with the facts about the compliment, the addressee inquiring about something that has been praised. *e.g. do you really think so?.*

According to the explanation above, when someone receives a compliment, they have multiple types to choose from when accepting or rejecting it. It is assumed that not everyone who refuses a compliment says "no," and that not everyone who receives a compliment says "yes." Recipients of compliments may articulate their reaction by body language or several sentences. Those that overlook, on the other hand, may doubt the compliment they receive due to a variety of factors, including whether they are shy or anything else as in the previous case.

In conclusion, compliment response refers to how the person who gets compliment responds to the compliment that has been directed to them. People respond to compliments in a variety of ways. As a result, a classification of complement responses was developed by a group of researchers. Holmes (1995) is one of them, and he divides compliment response techniques into three main groups, each of which is subdivided into twelve subcategories.

### **E. Islamic Boarding School**

Mastuhu (1994) stated that Islamic boarding schools that institutionalize in the community, especially in the countryside Islamic boarding school is one of the oldest Islamic educational institutions in Indonesia. Early presence of Islamic boarding School is traditional to study the sciences of Islam as the guidelines of life (tafaqquh fi al-din) in society. Therefore, from the uniqueness, C. Geertz and Abdurrahman Wahid referred to it as subculture of Indonesian people (especially Javanese). In the colonial era, Islamic boarding school is the basis of the struggle of the native-nationalists.

According to Hayati (2011), the implementation of Islamic boarding school educational institutions in the form of dormitories is a separate community under the leadership of kyai or ulama assisted by one or more, and or teacher (ustadz) who live together in the midst of the students with the mosque or prayer-house (surau) as the center of worship activities Religious. In addition, school buildings or study rooms as center of teaching and learning activities, as well as huts as a place to live students. For 24 hours, from time to time they lived a collective life between kyai, ustadz, santri and other boarding school caregivers, as one large family.

Fadli (2012) stated that Islamic boarding school is an Islamic educational institution in Indonesia to study Islamic religion and practice it as a guideline for daily life, or commonly referred to as as a tafauquh fiddin institution with emphasis on moral importance in people's live. About origin there are two versions: 1) Seen in

terms of shape and the system comes from India. 2) Derived from the Islamic tradition itself is a tradition of the order, because Islamic broadcasting in Indonesia initially through the order.

In general, Islamic boarding schools have parallels, such as shared ideologies and educational practices, rendering the Islamic boarding school have major qualities that can be measured by anybody. According to Alwi (2018) as cited in Munawwaroh (2020), the Islamic boarding school exists as an educational facility, as well as a propaganda and social, religious institution. The local neighborhood with a boarding system recognizes the power of the Islamic boarding school. Santri provides religious education through the madrasah system, which is completely under the control of the kyai leadership, who are charismatic and autonomous in any way. The establishment of Islamic boarding schools is a result of the community's desire for a different type of education.

According to Makmun (2014) he stated that, Islamic boarding school as one of the sub-systems of National Education that is indigenous to Indonesia, even seen by many people have special advantages and characteristics in applying character education for his students (santri). Such a view seems to be derived from the fact that: Islamic boarding school easier to form the character of the students because this educational institution uses a boarding system that allows it to apply the values and worldviews it adheres to in life student's daily life.

Islamic boarding school has different characteristics of educational institutions in generally. The distinctive feature that is carried makes it impossible to pesantren same rules as schools. The implementation of education in salaf Islamic boarding school is generally use sorogan, bandungan, and wetonan. Sorogan system is a learning process that is individual or education, and the basic and most difficult learning system for students, because students are required patience, craft, obedience and self-discipline in demanding science. Zarkasyi (1998) defines that the khalaf Islamic boarding school, the management Islamic boarding school and the curriculum Islamic boarding school are all modern systems. Kyai no longer take care of pesantren finances, but the treasurer of pesantren. Therefore, the existing curriculum with modern curriculum patterns with classical learning systems.

Several Islamic boarding school programs are working to improve languages, holy books (Kitab Kuning), Al-Qur'an memorization, and modernity. A different scheme is used in many Islamic boarding schools in Probolinggo. There are Islamic boarding school which are developed languages such as Darullughah Wal Karomah Islamic boarding school and Mashduqiyah Islamic boarding school. Nurul Qur'an Islamic boarding school is an Islamic boarding school which prioritize Al-Qur'an memorization. While the 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. Nurul Jadid boarding school is also active in using foreign languages. There are several foreign languages applied in this Islamic boarding such as example

Mandarin, Arabic and English. Therefore, researchers choose Nurul Jadid Islamic boarding school as a place of research because the students in Nurul Jadid Islamic boarding school has been actively using English language as their daily language in communication each other.

#### **F. Nurul Jadid Islamic Boarding School**

Nurul Jadid Islamic boarding school is one of the Islamic boarding schools located in east Java, more precisely in Karanganyar Paiton Probolinggo. Nurul Jadid Islamic boarding school is an educational institution founded by the late KH. Zaini Mun'im in 1948 AD. It can be seen from the name of the Islamic boarding school, the Islamic boarding school is an Islamic boarding school that prioritizes language. It can be proven that in this Islamic boarding school there was two-language institutions namely Arabic and English that require the students to speak Arabic and English. Nurul Jadid Islamic boarding school is an institution of education, da'wah and struggle as well as an agent of social change of the community, especially for the community in the village where the Islamic boarding school is located.

Nurul Jadid is one of the modern Islamic boarding schools in Porbolinggo. Nurul Jadid Islamic boarding school prioritizes the modern system while the other Islamic boarding school prioritizes traditional system and Nurul Jadid Islamic boarding school has its own university. This Islamic boarding school is active in developing language such as Mandarin, Arabic, and English language as their foreign language. The students are also active in using those kinds of languages in their daily

conversations and their daily interactions each other. Therefore, researchers choose Nurul Jadid Islamic boarding school as a place of research because the students in Nurul Jadid Islamic boarding school has been actively using English language as their daily language in communication each other.

In this study the researcher conducted the English teacher and the English students of Nurul Jadid Islamic boarding school as the participants of this study by examining their use of compliment and its response. The researcher select the highest class for this study namely “advance class”. However, this class is appropriate for this research because the English teacher and the English learners have more levels of ability in the field of English.

## **CHAPTER III**

### **FINDINGS AND DISCUSSION**

The findings and discussion are presented in this chapter. The first is the presentation of data in finding and interpretation of data based on the theoretical structure mentioned in the previous chapter, the categories of compliment topics according to Wolfson's (1998) classification, the explanation of the context in which the utterance occurred, and the function of complement according to Wolfson's (1998) criteria, and afterwards the compliment response according to Holmes (1995) theory. The findings are examined relying upon the presence of the information in the utterances utilized by the English teachers and the English learners at Nurul Jadid Islamic boarding school. The second is discussion dependent on the examination of information found.

#### **A. Findings**

In this analysis, the author discovered 30 data points that are relevant to the research questions of the study. Wolfson's theory is used to examine the topic and the function of compliments. In contrast, Holmes's theory of compliment responses, which includes twelve categories of compliment responses, examines the compliment responses.

After analyzing the data found in Nurul Jadid Islamic boarding school, the English teacher mostly gave a compliment to the topic of ability, which is a specific

act of ability than to the topic of appearance. Moreover, the compliment functions that exist here are to express admiration or approval, strengthen and expand solidarity, encourage or motivate, express the positive evaluation, strengthen or replace other speech acts, and encourage or motivate the addressee. In addition, the female English learners use six types of compliment responses through their utterances based on Holmes (1995). They are appreciation token, return the compliment, ignore, informative comment, question accuracy and downgrading or qualifying compliments.

### **1. English Teachers and Female English Learners**

The teacher is the main actor in the implementation or application. Educational programs in schools have a very important role in achieving the expected learning goals Naibaho (, 2018). In this case, the teacher is considered a determining factor in achieving quality learning for students. Therefore, teachers need to have adequate information and qualifications about the abilities of their educators. The teacher guides students to see, understand, and learn to deal with the world in which they exist. In this sense, the teacher is the bridge and agent that enables students to interact with their world. Teachers as moderators are expected to be able to build good relationships and interact well with students and parents. Teachers are also expected to establish pleasant communication where students want to do better in the development of learning.

Koca (2016) stated that learning motivation is a skill gained through general experience fueled by modelling, communicating expectations, and direct teaching or socialization by significant individuals. According to Mueller & Dweck (1998), Wigfield & Eccles (2002), students' perceptions of the efficacy or effectiveness of learning and the teaching process are referred to as motivational beliefs. Children's perceptions of their academic experiences, for example, have a significant impact on their school adjustment and academic success.

Therefore, compliment often occurs and is often spoken by teachers to students as a form of teacher motivation for students. According to Davis (2006), Teachers can influence student's emotional, intellectual and social experiences by acting as social agents and creating classroom environments that encourage student learning and self-motivation. In addition, the teacher-student relationship plays an important role in the development of social, emotional, and intellectual skills.

Teachers are professional educators with the main task to educate, teach, guide, direct, train, assess, and evaluate students through education. Therefore, the teacher is a role model for his/her students, especially in acting, speaking and behaving. In the teaching-learning process, of course, it cannot be separated from the interaction between students and teachers. The interaction is not limited by space and time, that is, wherever and whenever students and teachers meet each other (Hamdi, 2017).

By showing good behaviour or morals to the teacher, a student has been able to practice the contents of the book of moral (Kitab) 'Al-'Alim wa al-Muta'allim'. The book is a book (Kitab) that tells about the principles of morals or ethics in studying.

According to Asy'ari (1343), as stated in the book (Kitab) that "A student should obey their teacher and do not deviate from the teacher's opinion (instructions and suggestions). Even ideally, the attitude of students to their teacher is like the attitude of a patient to an expert doctor who treats the disease". There are several books (kitab) that can be a reference in this discussion such as *Al-'Alim wa al-Muta'allim*, *Akhlaqul Banin*, *Nashoihul Ibad*, *Bidayatul Hidayah*, *Makarimul Akhlaq*, etc.

From the statement above, it can be concluded that morals as students towards teachers are important. The statement above is also related to the discussion in this study, namely about compliment and its response. Where in this study, the teacher gave a compliment to the students with good language and was full of motivation even with students; the students also respond to the compliment with good language and a good attitude. Students do not be arrogant when they get compliments from the teacher, do not even feel superior to their teachers, and students must always obey their teachers. It can be seen in the table of compliment responses that students more often respond to the compliment by saying "thanks/thank you, smile and nodding. It means that the students accept and appreciate what is said by the teacher in the form of a compliment, and they do not respond with many words. They only accept and respond with thanks. However, the compliment response is included in the type of "appreciation token".

The English teachers at Nurul Jadid are students who are still active in Islamic boarding schools, and they are already at the college level, which is around 19-21

years old. The English teachers are alumni of the LBI (Lembaga Bahasa Inggris). They have been teachers since they graduated from LBI. LBI itself is one of the institutions in Islamic boarding schools where this institution is a form of a boarding school facility for students who want to learn English further. Female English learners at Nurul Jadid Islamic boarding school are the chosen students because they do not immediately join the English language institution easily. They have gone through several processes to be able to join the institution. The female English learners who are in this English language institution are in senior high school from first grade to third grade.

However, LBI itself has a management structure and learning curriculum in it. The management structure itself starts from the chairman of the institution to the members of the institution. For the curriculum in English language institution itself, it has six grade levels and each class has 3 programs, namely grammar program, speaking program and pronunciation program. Grade levels start from the lowest level which is Children, Elementary, Basic, Intermediate, and Advance. Advance class is the highest grade level. In this study, the researcher selected teachers and students in Advance class as the participants of the study.

For children class, the grammar program learns about tenses and parts of speech. For elementary class, the grammar program learns about degree and question tags. For the basic class, the grammar program learns about the passive voice and modals. For the intermediate class, the grammar program learns about gerunds and conditional sentences. For the advance class, the grammar program learns about

preferences, elliptical sentences, direct speech, relative pronouns, and preferences. Therefore, in speaking program also divided into some part each class as well as pronunciation class. Below is the table of the curriculum.

Class	Programs		
	Grammar	Speaking	Pronunciation
Advance	-Preferences -Elliptical Sentences, -Direct Speech -Relative Pronouns, and - Preferences	-Debate	-Listening to native and practice
Intermediate	-Gerund -Conditional Sentence	-Speech	-Listening to native and practice
Basic	-Passive Voice -Modal	-Conversation -Story telling	-Listening to native and practice
Elementary	-Degree -Question Tags	-Conversation -Express Feeling -Poem	-Listening to native and practice
Children	-Tenses -Part of Speech	-Conversation -Introduction	-Listening to native and practice

		-Greeting	
		-Express Feeling	

## 2. Topic of Compliment

In this section, according to Wolfson (1983) the researcher describes the difference of topic of compliment used by English teachers at Nurul Jadid Islamic boarding school as follows:

### 1) Topics of Appearance

The topic of appearance is divided into two types:

#### a. Personal Appearance

Personal appearance encompasses clothing as well as other facets of presence, such as physical appearance. The subject of personal appearance emerges from all of the data in the complement, in which the speakers express high regard for the appearance. The addressees' outward appearance is generally determined by their clothing and personal characteristics. The data was taken on April 05-19, 2021. It took place in advance class at Nurul Jadid Islamic boarding school. The data classifications are below:

#### **Datum 1:**

English teacher: you (who wear blue dress), please come forward to re-explain our previous material about conditional sentence and please make the example of it.

Female English learner: with pleasure, Miss (come forward and explain the material in front of the friends)

English teacher: **Awesome, you look more mature and authoritative when explaining this material such a teacher**

Female English learner: *Thank you, Miss. You are even more* (smile and nodded)

English teacher: Please give applause for her (ask all the students to give applause)

**Context:**

This conversation took place in the classroom precisely in the higher level of English class, namely the advance class in Nurul Jadid Islamic boarding school since the data of this research was gained from the classroom session. The participations of this research are English teacher and female English learner of Nurul Jadid Islamic boarding school. In the conversation above, the teacher asks one of her students who is wearing a blue dress to come forward to explain yesterday's lesson, namely about conditional sentences in front of the teacher and her friends. When the student finished explaining the teacher was satisfied and amazed by her explanation. Therefore, the teacher complimented the student's appearance in explaining the material.

**Analysis:**

In this case, in the ongoing classroom teaching and learning activities the

teacher asks one of his students to re-explain the previous material in front of her and in front of her friends. When the explanation from the student lasts until it is finished the teacher feels satisfied, proud and amazed at the appearance of the student. With the attitudes and styles of the student in explaining the material, the student looks more mature and more authoritative like a teacher. The teacher never thought that the student could be that good in explaining the material about conditional sentence clearly and easily understood based on her own explanation model. Therefore, the teacher asked all students to give applause to her. According to the explanation, the compliment has topic of appearance as it deals with the ability. In this case, the function the teacher compliment is to express admiration or approval. This is in line with Wolfson (1983) about the topic of compliment and its function.

Female English learner is as the addressee of the compliment. The female English learner responds to the compliment by saying "*thank you, Miss, you are even more*". The female English learner response to the compliment is classified into appreciation token and return compliment types. This compliment response is classified as an appreciation token because it is a kind of compliment that is received by accepting it directly. It is emphasized by saying the word 'thank you' or 'Thanks'. While, the compliment response which classified as a return compliment because the female English learner was used the word "*you are even more*" it means that the female English learner returned the compliment to the teacher. This is in line with Holmes (1995) about compliment response.

## **b. Possession**

Possession is commonly associated with material possession, and good remarks about something that exists to parallel comments on possession are common. The data was taken on April 05-19, 2021. It took place in advance class at Nurul Jadid Islamic boarding school. The following are the details that are listed as compliments on possession:

### **Datum 2:**

English teacher: While before we continue our lesson, anyone of you to sing a song?

Female English learner: (come forward to show her performance)

English teacher: **Amazing, you have a golden voice**

Female English learner: *I do really thank you, but there are still many people who have better voice than me, Miss.*

English teacher: (smile)

### **Context:**

This communication occurs in the classroom precisely at the higher level class. It happened in advance class at Nurul Jadid Islamic boarding school since the data of this research was gained from the classroom session. The participations of this research are English teacher who will give the compliment to the student and female English learner who will respond to the compliment of Nurul Jadid Islamic boarding school. In the conversation above, the conversation happened in the class when the teacher asked one of her students to sing a song on the sidelines of teaching and learning activity to entertain and make the class situation enjoyable. The teacher and the classmates feel amazed with her. Therefore, the teacher complimented the

student's possession which is the student very talented in singing and she has a good voice such a golden voice.

**Analysis:**

In this case, the conversation happened in the class when the teacher asked one of her students to sing a song on the sidelines of teaching and learning activity to entertain and make the class situation enjoyable. When the student shows her performance teacher feels amazed of her possession which she has good voice such a golden voice. In the conversation, the English teacher accidentally uses the adjective word "*amazing*" as the compliment expression for her student to show her positive remark about the student performance. Spontaneity is also associated with originality of expression; however, in this instance, the teacher happily complimented her student. According to the explanation, the compliment has topic of possession since the topic complimented object refers to the student's possession. This is in line with Wolfson (1983) about the topic of compliment.

Based on the explanation above, the English teacher felt amazed. She surprised that the student has a good voice. The teacher is happy by saying that compliment expression to her student spontaneously. Therefore, the function of that compliment expression can be concluded to express admiration and approval. This is in line with Wolfson (1983) the function of compliment.

The addressee of the compliment is one of the English students. The English teacher gives a compliment to the student that she amazed with the student's voice

when the student sings a song in front of her and the friends. The teacher complimented the students by saying “*amazing, you have a golden voice*”. Therefore, the student responds to the teacher compliment by saying “*I do really thank you, but there are still many people who have better voice than me, Miss*”. This kind of compliment respond is accepted which can be categorized as appreciation token type. In addition, this kind of compliment respond also can be categorized as an ignore type. The addressee ignores the compliment by saying that “*there are still many people who have better voice than me*”. This is in line with Holmes (1995) about compliment response.

**Datum 3:**

Female English learner: I have done the previous assignment Miss (come forward)

English teacher: Yes, please

Female English learner: Here is it

English teacher: **What a great work you have, it is really cool.**

Female English learner: *Sure, Miss. Thank you.*

**Context:**

This communication occurred in the classroom precisely at the higher level class. It happened in advance class at Nurul Jadid Islamic boarding school since the data of this research was gained from the classroom session. The participations of this research are English teacher who will give the compliment to the student and female English learner who will respond to the compliment. In the conversation above, the conversation happened in the class when the student came for work and

collected the work to the teacher. The student has done the previous assignment given by the teacher. The teacher received the student's assignment and corrected it. While correcting the student assignment, the teacher spontaneously complimented the student's work because of the work is great.

**Analysis:**

In this case, the conversation happened in the class when the student came forward to collect her assignment work. The student collected her previous assignment given by the teacher. In the conversation, the English teacher spontaneously complimented the student's work because it was a great work that the student has. The teacher felt amazed and she complimented the student's work by saying "*what a great work you have, it is really cool*". In the conversation, the teacher used the adjective word "*cool*" to show the positive remark about the student's work. According to the explanation, the compliment has topic of appearance, it deals with 'possession'. This is in line with Wolfson (1983) about the topic of compliment. Based on the explanation above, the English teacher felt amazed. She was proud that the student did a great work. The teacher was happy by saying that compliment expression to her student spontaneously. Therefore, the compliment function is to 'strengthen and expand solidarity' between the teacher and the student. This is in line with Wolfson (1983) about the function of compliment.

Female English learner is as the addressee of the compliment. The female English learner responded to the compliment by saying "*sure, Miss. Thank you*". The

female English learner response to the compliment is classified into appreciation token type. This compliment response is classified as an appreciation token because it is a kind of compliment that is received by accepting it directly. It is emphasized by saying the word 'thank you' or 'Thanks'. This is in line with the theory of Holmes (1995) about compliment response.

## 2) Topic of Ability

There are two kinds of compliments about ability.

### a. General Ability

Abilities, creativity, personal consistency, and taste are all categorical references to general ability. The topic of general abilities is only mentioned in the compliments on skill and talent of personal attributes in all of the results. The following are the details that are counted as compliments on personal qualities:

#### **Datum 4:**

English teacher: Please listen to the video and re-explain it with your own English language style

English female learners: Alright, Miss

English teacher: (asked one of the students to come forward)

English female learner: (she tries to explain what she had listened from the video)

English teacher: **You're a great listener, your explanation almost the same with the video**

English female learner: *Thank you, Miss* (and smile)

#### **Context:**

Since the data for this study came from a classroom session, this contact takes place in the classroom, specifically in the higher level class, which is the advance class at Nurul Jadid Islamic boarding school. The English teacher who

will offer the compliment to the student and the female English learner who will respond to the compliment are all participants in this study. In the conversation above, the conversation happened in the class when the teacher asked all the students to listen to the video. After the listening sessions end, the teacher asked one of the student come forward to explain what she had listened from the video. The student re-explained what she had listened from the video and she did a good explanation. The student explained almost the same with the video and it made the teacher spontaneously complimented the student ability.

**Analysis:**

In this case, the conversation happened in the class when the teacher asked one of the students to re-explains what have been listened from the video. While the student explaining what she had listened from the video she gave her best performance. She did a great performance. Almost her explanation is the same and related to the video's explanation. The teacher spontaneously complimented her ability by saying that she is a great listener. In the conversation, the teacher intentionally uses the word "*great*" as the compliment expression for her student's ability. According to the explanation, the compliment has topic of general ability since the topic complimented object refers to the student's ability. This is in line with Wolfson (1983) about the topic of compliment.

Based on the explanation above, the English teacher feels amazed. She surprised that the student explain almost the same with the video. The teacher

complimented the student by saying “you are a great listener”. Since the complimented object is the female English learner powerful personal qualities, it includes topics of general ability. The teacher is happy by saying that compliment expression to her student spontaneously. Therefore, the function of that compliment expression can be concluded to encourage or motivate and also to express the positive evaluation. This is in line with Wolfson (1983) about the function of compliment.

The addressee of the compliment is one of the English students. The teacher complimented the students by saying “*you're a great listener, your explanation almost the same with the video*”. The student responds to the teacher’s compliment by saying “*thank you*”. This kind of compliment response expression categorized as appreciation token type. The addressee responds to the compliment by saying “*thank you, Miss*” and with a motion such as “*smile*”. This is in line with Holmes (1995) about compliment response.

**Datum 5:**

English teacher: is it yours? (mention one of the students name to come forward to take the task book)

Female English learner: yes, Miss

English teacher: **Excellent, you do the best of your work today.**

Female English learner: *I tried repeating the lesson to do the task in my room and studying together with my friends, Miss.*

English teacher: **good job.**

Female English learner: *thank you, Miss.*

**Context:**

This conversation took place in the classroom precisely in the higher level of English class, namely the advance class at Nurul Jadid Islamic boarding school since the data of this research was gained from the classroom session. The participations of this research are English teacher and female English learner of Nurul Jadid Islamic boarding school. In the conversation above, the teacher mentioned one of the students name to come forward to take the task book. When the student came forward to take the task book, the teacher spontaneously complimented the student about her best work. The student did her best effort in doing the task. The student has shown her ability. Therefore, the teacher complimented the student's ability in doing the task or assignment given by the teacher. It means that the student has been really serious about the task given by her teacher and she has been really serious in understanding the lesson so that it can produced maximum and good results.

**Analysis:**

In this case, the conversation happened in the class when the teacher mentioned one of the students name to come forward to take the task book. The teacher spontaneously complimented her ability by saying that she is excellent. In the conversation, the teacher intentionally uses the adjective word "*excellent*" as the compliment expression for her student's ability. There are two kinds of compliment expression uttered by the teacher. The first compliment expression word is "*excellent*" and the second compliment expression word is "*good*". According to the

explanation, those two kinds of compliments have topic of general ability since the topic complimented object refers to the student's ability. This is in line with Wolfson (1983) about the topic of compliment.

Based on the explanation above, the English teacher felt amazed. She surprised that the student did a good work. The teacher complimented the student twice. The teacher complimented the student by saying "*Excellent, you do the best of your work today*". The teacher also complimented the student by saying "*good job*". Since the complimented object is the female English learner powerful personal qualities, it includes topics of general ability. The teacher is happy by saying that compliment expression to her student spontaneously. Therefore, the function of that compliment expression can be concluded to encourage or motivate and also to express the positive evaluation. This is in line with Wolfson (1983) about the function of compliment.

The addressee of the compliment is one of the English students. The student responded to the teacher's compliment by saying "*I tried repeating the lesson to do the task in my room and studying together with my friends, Miss*". This is the first compliment response sentence from the student. This kind of compliment response expression categorized as informative comment type. Therefore, the second compliment response uttered by the student is "*thank you, Miss*". This kind of compliment response included as appreciation token type. This is in line with Holmes (1995) about compliment response.

**Datum 6:**

English teacher: Is it your work? (the teacher asked one of the female students)

Female English learner: Yes miss (answered one of the student who wear a red veil)

English teacher: **You do the best of your work today, keep fighting.**

Female English learner: Yes, Miss. (*smile and nodded*).

**Context:**

This conversation took place in the classroom precisely in the higher level of English class, namely the advance class at Nurul Jadid Islamic boarding school since the data of this research was gained from the classroom session. The participations of this research are English teacher and female English learner of Nurul Jadid Islamic boarding school. In the conversation above, the teacher asked one of the female students about the assignment book while lifting it up. When the student who wears a red veil answered the teacher question, suddenly the teacher spontaneously complimented the student about her best work. The student did her best effort in doing her assignment. The student has shown her ability. Therefore, the teacher complimented the student's ability in doing the task or assignment given by the teacher. It means that the student has been really serious about the task given by her teacher and she has been really serious in understanding the lesson so that it can produced maximum and good results.

**Analysis:**

In this case, the conversation happened in the class when the teacher the

teacher asked one of the female students about the assignment book. The teacher spontaneously complimented her ability by saying that the student already did her best work. It means that the student have shown her best effort to make the best work ever. In the conversation, the teacher intentionally uses the adjective word “*best*” as the compliment expression for her student’s ability. While the adjective word “*best*” is the form of superlative word from the adjective word of “*good*”. This is in line with Wolfson (1983) about the topic of compliment.

Based on the explanation above, the teacher complimented the student by saying “*You do the best of your work today, keep fighting*”. Since the complimented object is the female English learner powerful personal qualities, it includes topics of general ability. The teacher is happy by saying that compliment expression to her student spontaneously. The teacher used the adjective word “*best*” is to confirm her positive remark about the student’s ability. However, one of the compliment’s functions is to strengthen solidarity between the speaker and the addressee. Therefore, the function of that compliment expression given by the teacher is to strengthen solidarity. The teacher and the student make their better solidarity by using compliment and compliment response above to one another. This is in line with Wolfson (1983) about the function of compliment.

The addressee of the compliment is one of the female English learners. The teacher complimented her student because of her ability by saying “*You do the best of your work today, keep fighting*”. The student responded to the teacher’s

compliment by saying “*yes, Miss*” while she is smiling and nodding. This kind of compliment response expression categorized as appreciation token or agreement token. This category expresses how a compliment is accepted. The addressee responds with a motion such as smile and nod. This is in line with Holmes (1995) about compliment response.

**Datum 7:**

English teacher: Anyone of you who dares to explain the topic of today's lesson in front of the class.

Female English learner: I will, Miss (rise the hand).

English teacher: Yes, please

Female English learner: (come forward to explain in front of the friends such as the teacher)

English teacher: **Thank you very much, you such a great example to others. Please return to your seat.**

Female English learner: *You are even more, Miss* (while smiling and back to the seat)

**Context:**

The data of this study was gathered from a classroom session, this communication takes place in the classroom, specifically in the higher level class, namely advance class, at Nurul Jadid Islamic boarding school. The participants of this study are the English teacher who complimented the student and the female English learner who responded to the compliment. In the conversation above, the conversation take place in the classroom when the teacher asked one of the students who dares to explain the topic of the day's lesson in front of the class. From the

situation of the conversation above, the teacher complimented the student's ability of explanation

**Analysis:**

In this case, the conversation happened in the class when the teacher asked one of the students who dares to explain the topic of the day's lesson in front of the class. The teacher spontaneously complimented her ability by saying that she is a great example to others. In the conversation, the teacher intentionally uses the adjective word "*great*" as the compliment expression for her student's ability. According to the explanation, the compliment has topic of general ability since the topic complimented object refers to the student's ability. This is in line with Wolfson (1983) about the topic of compliment.

Skill, creativity, personal consistency, and taste are all categorical references in the general ability. Based on the explanation above, the English teacher feels amazed. The teacher is happy by saying that compliment expression to her student spontaneously. Therefore, the function of that compliment expression can be concluded to strengthen or to replace other speech act. This is in line with Wolfson (1983) about the function of compliment.

Female English learner is the addressee of the compliment. The teacher complimented her student because of her ability by saying "*thank you very much, you such a great example to others. Please return to your seat*". The student responded to the teacher's compliment by saying "*you are even more, Miss*". This kind of

compliment response expression categorized as return compliment type. Return compliment is someone who has been complimented receives a reciprocal compliment. When the recipient of a compliment pays back the compliment to the speaker of the compliment, it is known as a return compliment. This is in line with Holmes (1995) about compliment response.

#### **b. Specific-act Ability**

This kind of compliment includes a person's ability to perform particular tasks. Compliments on specific-act ability are only necessary in situations where the actions are being performed. They are usually distinguished by the use of the pronouns "that" and "it". There are 21 utterances data produced by the English teacher categorized as specific-act ability. However, the explained data is chosen since the complete data has a similar explanation. It is designed to make the reader simple to comprehend and prevent repetition in giving the same analysis. The whole data of specific-act ability can be seen in appendix 1 & 2. The following are the data that are categorized under the topic of specific-act ability:

#### **Datum 8:**

English teacher: please come forward to create examples of direct and indirect speech sentences (appoint one of her students to come forward to write the examples of direct and indirect speech sentences on the board).

Female English learner: yes, Miss.

English teacher: **Nice, you create a good sentence. It is wonderful.**

Female English learner: *Thank you, Miss* (smile and nodded)

**Context:**

As the data for this study was gathered from a classroom session, this communication takes place in the classroom, specifically in the higher level class, namely advance class, at Nurul Jadid Islamic boarding school. The participants of this study are English teacher and female English learners. In the conversation above, the conversation take place in the classroom when the teacher asked one of the students to create the examples of direct and indirect speech sentences on the board. The teacher corrected the sentences on the board and directly the teacher complimented the student on her ability to create a good sentence.

**Analysis:**

In this case, the conversation happened in the class when the teacher asked one of the students to come forward to write the examples of direct and indirect speech sentences on the board. The student came forward and she created a good example of direct and indirect speech sentences. The teacher amazed to the way she created a good sentence. It means that the student already understood about direct indirect speech-act. Based on the explanation, it can be concluded that the teacher's compliment has topic of ability. Specifically it deals with specific-act ability. The teacher complimented the student by saying *"nice, you create a good sentence. It is wonderful"*. The teacher used the adjective word *"good"* and *"nice"* to confirm her positive remark about the student's ability. Therefore, the function of that compliment expression is to express the positive evaluation. This is in line with Wolfson (1983)

about the topic of compliment and its function.

The addressee of the compliment is one of the English students. The teacher complimented her student because of her ability in making a good example of direct and indirect speech act sentence by saying “*nice, you create a good sentence. It is wonderful*“. Therefore, the student responds to the teacher’s compliment by saying “*thank you, Miss*“. This kind of compliment response is categorized into appreciation token type because that response is kind of sentences that accept the compliment by agreeing it directly and giving no further explanation. Appreciation token is one of compliment response types that refer to the acceptance of the compliment by saying “thanks” or “thank you” to the speaker who gives the compliment. The addressee also responds with a motion such as nodding the head and giving a smile. This is in line with Holmes (1995) about compliment response.

**Datum 9:**

Female English learner: I will collect my work, Miss (come forward and give the assignment to the teacher)

English teacher: **Great, what a good words are yours. I love it** (while giving the assignment to the student by smiling)

Female English learner: *I asked my friend to teach me and I learn seriously, Miss* (smile)

**Context:**

As the data for this study was gathered from a classroom session, this conversation takes place in the classroom, specifically in the higher level class, namely advance class at Nurul Jadid Islamic boarding school. The participants in this

study are an English teacher who will compliment a student and a female English learner who will respond to the compliment. In the conversation above, the conversation take place in the classroom when the students come forward to collect their assignments work, after collecting the assignment the teacher spontaneously complimented one of her student work. The teacher corrected the student's work and the teacher found a good writing belongs to one of her student. Intentionally, the teacher complimented the student work on her ability to create a good writing task.

**Analysis:**

In this case, the conversation happened in the class when the student came forward to collect her work to the teacher. While giving the student's work, the teacher gave compliment to the student's ability in arranging good words. The teacher gave compliment to the student by saying "*great, what a good words are yours. I love it*". The teacher amazed to the way she created good words. The teacher delivered the compliment on the student's ability with an upper smiling while giving back the student's book. When the teacher delivered the compliment, she used an adjective word "great" by stressing utterance. Based on the explanation, it can be concluded that the teacher's compliment categorized as the topic ability, precisely specific-act of ability. In the conversation, the teacher intentionally used the adjective word "*great*" as the compliment expression for her student's ability. According to the explanation, the compliment has topic of specific-act ability since the topic complimented object refers to the student's ability. However, the function of that

compliment expression is to express admiration or approval. This is in line with Wolfson (1983) about the topic of compliment and its function.

The addressee of the compliment is one of the English students. The teacher complimented her student because of her ability in arranging good words. The teacher complimented the student by saying “*great, what a good words are yours. I love it*”. Therefore, the student responds to the teacher’s compliment by saying “*I asked my friend to teach me and I learn seriously, Miss, while smiling*”. This kind of compliment response categorized into informative comment type. This kind of compliment response also categorized into appreciation token type. It can be seen from the student’s response. She responded to the compliment by using smile motion. Appreciation token is one of compliment response types that refer to the acceptance of the compliment by saying “thanks” or “thank you” to the speaker who gives the compliment. The addressee also responds with a motion such as nodding the head and giving a smile. This is in line with Holmes (1995) about compliment response.

**Datum 10:**

English teacher: **Well, it is better than yesterday. You have shown your progress in making a good writing.**

Female English learner: *is that true, Miss?* (amazed)

English teacher: **Yes, keep spirit!** (smile)

Female English learner: *I will do much better again, Miss.*

**Context:**

This conversation took place in the classroom precisely in the higher level of English class, namely the advance class at Nurul Jadid Islamic boarding school since

the data of this research was gained from the classroom session. The participations of this research are English teacher and female English learner of Nurul Jadid Islamic boarding school. In the conversation above, the compliment happened when the teacher examined the student's writing text and assessed the progress of the student. The student did her best effort in doing her assignment. The student has shown her ability. Therefore, the teacher complimented the student's ability in making a good progress of writing. It means that the student has been really serious in her efforts to write well.

**Analysis:**

In this case, the conversation happened in the class when the teacher corrected her student's writing text. While giving the student's book, the teacher gave compliment to the student's ability in making a good progress of writing. The teacher gave compliment to the student by saying "*Well, it is better than yesterday. You have shown your progress in making a good writing*". The teacher amazed to the student's effort in making a good writing. When the teacher delivered the compliment, she used an adjective word "*better*" by stressing utterance. Based on the explanation, it can be concluded that the teacher's compliment categorized as the topic ability, especially this category falls into the category of topics about specific-act ability. In the conversation, the teacher intentionally used the adjective word "*better*" as the compliment expression for her student's ability. This is in line with Wolfson (1983) about the topic of compliment.

Based on the conversation, the teacher complimented the student twice. The student complimented the student by using an adjective word "*better*" and using a phrase "*keep spirit*". According to the explanation, the function of that compliment expression is to encourage or motivate the addressee. This is in line with Wolfson (1983) about the function of compliment.

The addressee of the compliment is one of the English students. The teacher complimented her student because of her ability in making progress of writing text. From the conversation above, the conversation consist of two compliment and compliment response from the teacher and the student. The teacher complimented the student by saying "*Well, it is better than yesterday. You have shown your progress in making a good writing*". Therefore, the student responds to the teacher's compliment by saying "*is that true, Miss?*". This kind of compliment response categorized into question accuracy type. In the other hand, the teacher complimented the student by saying "*yes, keep spirit!*", and the student responded to the teacher's compliment by saying "*I will do much better again, Miss*". This kind of compliment response included as informative comment type. From those both of compliment and compliment response uttered by the teacher and the student have different types. This is in line with Holmes (1995) about compliment response.

**Datum 11:**

Female English learner: This is my assignment

English teacher: ooh, yes (take the students book and correct it)

Female English learner: (back to the sit)

English teacher: **Nice, your ability seems to improve every day. It can be seen from the results of your task that always has a development every day** (give a note on her student's book)

Female English learner: *Thank you for always being a patient teacher, Miss. It is all because of your patience in teaching me, Miss.* (the student come forward when it times to get out from the class. it means at the end of the class session)

**Context:**

The data of this study happened from a classroom session, this conversation toke place in the classroom, specifically in the higher level class, namely advance class at Nurul Jadid Islamic boarding school. The participants in this study were English teacher who will compliment a student and a female English learner who will respond to the compliment. In the conversation above, the teacher gave compliment to the student by giving such a short note on the student's assignment book the teacher complimented the student because of her ability seems to improve every day.

**Analysis:**

In this case, the conversation happened in the class when the teacher corrected her student's assignment. After correcting the student's assignment, the teacher appreciated the student by giving a note on her student's book. The teacher complimented the student by giving a note *"Nice, your ability seems to improve every day. It can be seen from the results of your task that always has a development every day"*. The teacher was happy that the student can improve her

ability. When the teacher wrote the compliment, she used an adjective word “*nice*” Based on the explanation, it can be concluded that the teacher’s compliment categorized as the topic ability, especially this category falls into specific-act ability. Therefore, the function of that compliment expression is to express the positive evaluation which is the adjectives *nice* and *good* are often used to ‘convey positive evaluation’ of the addressee. This is in line with Wolfson (1983) about the topic of compliment and its function.

The addressee of the compliment is one of the English students. The teacher complimented her student because of the student can improve the ability every day. The teacher complimented the student by giving a note such as “*Nice, your ability seems to improve every day. It can be seen from the results of your task that always has a development every day*”. Therefore, the student responded to the teacher’s compliment by saying “*Thank you for always being a patient teacher, Miss. It is all because of your patience in teaching me, Miss*”. The student responded to the teacher’s compliment when the student came forward and it was time to get out from the class. It means at the end of the class session. This kind of compliment response categorized into ‘appreciation token’ and also it categorized into ‘return compliment’ types. This is in line with Holmes (1995) about compliment response.

**Datum 12:**

English teacher: Today I ask you to make a short story in your own language and please check your respective English dictionaries to make it easier and improve your writing. After that, you collect it to me.

Female English learners: Yes, Miss

English teacher: Is it yours? (she asked one of the students)

Female English learner: Yes, Miss

English teacher: **It is almost a perfect writing you have.**

Female English learner: *It is nice to hear. But, there must be a better writing than mine. Isn't it so, Miss?*

**Context:**

The conversation happened in the classroom since the data of this research gained from the classroom session precisely in the higher level of English class, namely the advance class at Nurul Jadid Islamic boarding school. The participants of this study were English teacher who will compliment a student and a female English learner who will respond to the compliment. In the conversation above, the teacher asked the students to make a short story by using their own language and the teacher asked the students to check their respective English dictionaries to make it easier and to improve their writing. After that, the teacher asked the student to collect the result. All the students agreed with the teacher's command. However, in the end of the session, the teacher asked one of the students about her work. It is because the teacher amazed with her work. The teacher found one of the best works. It is belongs to one of the student asked by the teacher.

**Analysis:**

In this case, the conversation happened in the class when the teacher corrected her student's work. After correcting the student's work, the teacher appreciated the

student's work by uttering a compliment. The teacher complimented the student by saying "*it is almost a perfect writing you have*". The student did her best in writing a short story. The teacher gave compliment to the student with pleasure. Based on the explanation, it can be concluded that the teacher's compliment categorized as the topic ability, especially this category falls into specific-act ability. This is in line with Wolfson (1983) about the topic of compliment.

Based on the explanation, the teacher felt amazed with student's work. She was happy and she proud of her student who did a great job. The teacher was happy by saying that kinds of compliment expression to the student. Therefore, the function of that compliment expression is to encourage or motivate the addressee. This is in line with Wolfson (1983) about the function of compliment.

The addressee of the compliment is one of the female English learners. The teacher complimented her student because of the student ability in making a good writing. In this section, female English learner used compliment response classified as "downgrading or qualifying compliments". This section normally ends by qualifying the compliment, as in the discussion above. By qualifying the compliment, the female English learner did not refuse the compliment; rather, the compliment was approved by the female English learner. Qualifying the affirmation was the proper approach for the female English learner to ensure that the compliment was appropriate for her. This form is distinguished not only by the qualifier of the compliment to the opposite speaker, but also by the receiver's ability to downgrade

the compliment received from the speaker of compliment. This is in line with Holmes (1995) about compliment response.

## **B. Discussion**

This section of the chapter describes the whole data analysis result. The writer has discovered 30 data of utterances made by the English teacher and the female English learners at Nurul Jadid Islamic boarding school. The findings are based on the study's issue statements, which include the types of topics of complement, the functions of each topic of complement, and the addressee's responses to compliments.

### **1) The Topic of Compliment**

The English teacher and the female English learners utilize two kinds of topics of compliment according to Wolfson (1983), namely the topic of appearance and the topic of ability. There are two sorts of topics for each one. As a result, there are four topics of compliment. The four categories are personal appearance, possession, general ability, and specific-act ability. There are four topics of compliment according to Wolfson's theory. However the researcher found all of the four topics from the data obtained. The teacher uttered the compliment to the students based on four topics. Therefore, it is related to Wolfson's theory about topic of compliment. In this study, more data was found based on the topic of student's abilities obtained than on other topics such as topic of personal appearance and possession. Because the data produced came from class research in Nurul Jadid Islamic boarding school. Therefore, the resulting data is more dominant to the topic of student's abilities. Below are the classifications:

Personal appearance is concerned with clothing and other facets of personal presence, such as a visible physical image. It can be discovered in datum 1. The researcher found only 1 data on this topic of appearance. The data discuss the speaker's favorable opinion of the addressee's physical presence. The speaker uses an adjective word, for example awesome to convey an optimistic message. It is used to convey something positive for the addressee.

The subject of possession is brought up as a compliment about a positive statement on something that seems to be related to possession. In Nurul Jadid Islamic boarding school specifically in the advance English class, there are two data files containing the subject of compliment on favorable statement concerning possession found in advance English class at Nurul Jadid Islamic boarding school. It can be discovered in datum 2 and 3. The data employs a wide range of adjectives, including amazing, fantastic, and cool. All those adjective words express a positive evaluation of the addressee.

The topic of general ability refers to experience, creativity, personal values, and taste in a categorical sense. From all the data, the researcher found the compliments on skill, talent, and personal qualities. The data of the general ability are datum 4, 5, 6 and 7. The datum relates with skill is datum 5. The speaker uses the adjective word, such as, excellent. It means that the teacher amazed to the student about her skill. The teacher says that the student has done her best work given by the teacher. While the datum relates with talent is datum 7. The speaker uses the adjective word, such as,

great. It happens when the teacher asks the student to come forward to explain the material in front of the class and the student has shown her great performance which deals with her talent. Datum 4 and 6 are relates to personal qualities. The speaker employs adjective word, such as, best and great. It uses to show a positive remark on someone's personal qualities.

The topic of specific-act ability is all compliments that are specific-act in a specific circumstance and conditions are included in the specific-act ability. The topic of specific-act ability can be found in datum 8, 9, 10, 11 and 12. The speaker uses some adjectives, such as, perfect, nice, better, great and wonderful. It is primarily about the workplace, and a specific situation in which only a few people are eligible for a special occasion. This specific-act topic is more widely used by respondents because this data is derived from conversations between teachers and students in the classroom. Therefore, the topic of specific-act ability often appears in this research.

## **2) The Function of Compliment**

The complement can be used for a variety of functions. Compliment may occur at any time and in a variety of ways throughout any social engagement. The researcher used the theory of Wolfson (1983) to categorize each functions of compliment. According to Wolfson's theory about the functions of compliment, there are eight functions of complement, they are: (1) to affirm solidarity and sympathy, (2) to create or maintain rapport, (3) to express admiration or approval, (4) to encourage or

motivate, (5) to express positive evaluation, (6) to strengthen or to replace other speech acts, (7) to soften criticism, and (8) to modify sarcasm.

All subjects of compliments have multiple roles, according to data analysis, notably in Wolfson's categorization. Each complement has a distinct function. From all the eight of Wolfson's theory about the function of compliment classifications, there are six of Wolfson's theories about the function of compliment that found in this research, namely to strengthen and expand solidarity, to create or maintain rapport, to express admiration or approval, to encourage or motivate, to express the positive evaluation, and to strengthen or to replace other speech act. However, there two from Wolfson's theories about the function of compliment that cannot be found in this research, namely to soften criticism, and to modify the sarcasm.

From the six theories about the function of compliment above, the researcher classified it in each datum. First, the compliment function that is to strengthen and expand solidarity can be found in datum 3, 6, and 17. Second, the compliment function that is to create or maintain rapport expressed in datum 19, 22, and 23. Third, the compliment function that is to express admiration or approval classified in datum 1, 2, 9, 13, 16, 20, 21, 25, 27, and 28. Fourth, the compliment function that is to encourage or motivate can be found in datum 5, 10, 12, 14, 15, and 26. Fifth, the compliment function that is to express the positive evaluation can be found in datum 4, 8, 11, 18, 24, 29, and 30. Sixth, the compliment function that is to strengthen or to replace other speech act can be found in datum 7. According to the discussion above,

the compliment function that is to express admiration or approval is most widely found in this research.

The relationship between this research and previous research is that this research has the same object of research, namely about compliment and its response. However, this study has differences from the previous studies. For example, in this section of the complement function, the most commonly found is compliment which has the function to express admiration or approval.

Firstly, the previous study did by Al-fattah (2011) investigated complement response used by students of English Department of Semarang State University. He used the theory of Tran (2007). In the previous study, the researcher found thirteen types of compliment responses from fifteen types according to Tran's theory. The previous study only focused on the use of compliment responses by the students of English Department of Semarang State University.

Secondly, the previous study did by Urfah (2016). She found four from eight types of compliment's function, and the most of compliment's function found in that study was 'to express positive evaluation'. The previous studies also did the research study in literary works. Thirdly, the previous study did by Jannah (2018) investigated the compliment and its response used by Instagram users. The researcher used the theory of Wu (2008) and Herbert (1990). The result of the research showed that (1) there are seven topics of compliment used by the users of Instagram, i.e., appearance,

possession, performance/ability/skill, personality trait and three other topics such as food/drink, place, and picture. The topic that was commonly used was appearance.

The other research was conducted by Munawwaroh (2020) investigated about compliment response used by female English learners at Darullughah Wal Karomah Islamic boarding school. The researcher only focused on compliment response used by the students. Therefore, the researcher did not investigate about the compliment used by the teacher and it used the theory of Holmes (2018) and Whorf (2011).

### **3) The Responses to Compliments**

In analyzing the compliment response applied by the female English learners at Nurul Jadid Islamic boarding school, the researcher uses the theory of Holmes (1995) about compliment response. In this research, the writer found 10 types of compliment response according to Holmes's theory. The majority of the female English learners respond to the compliment by accepting it. They accept compliments in a variety of ways, including verbal and nonverbal acceptance. Thanks or thank you is a verbal response that expresses acceptance of the compliment, whereas smiling at the addresser or nodding head is a nonverbal response.

There are 15 data of compliment responses about acceptance in which the writer found according to appreciation token types from the conversation above at Nurul Jadid Islamic boarding school in which according . It was classified in datum 1, 2, 3, 4, 6, 8, 11, 14, 19, 22, 24, 25, 27, 29, and 30. There are 14 data that show the addressees respond to the compliment by saying *thank you* or *thanks*, those are datum

1, 2, 3, 4, 8, 11, 14, 19, 22, 24, 25, 27, 29, and 30. There is also non-verbal acceptance, which the addressees employ to respond to the compliment is in datum 6. The way the addressees respond to compliments in those data is by smiling. Acceptance might be defined as a smile from the addresser. It is a non-verbal signal used by the addressee to demonstrate humility in response to a compliment.

The researcher also found the other types of compliment response, namely *agreeing utterance*. The recipient of compliments agrees with the compliments. When anyone compliments you, you normally respond by saying something positive about the person who complimented you. It makes it clear that the person receiving the compliment is comfortable with it. There are 2 data of agreeing utterance types that indicate the addressees respond to the compliment, it can be seen in datum 15 and 16.

Based on the data finding, the writer only found one of *downgrading utterance* type of compliment response. The data that generates the type of downgrading utterance was in datum 12. The addressee reduces or downgrades the power of the compliments. No one remained silent after receiving a compliment. This is not to argue that the participants in the study did not reject; rather, they employed verbal responses such as degrade and challenge. Downgrading or qualifying utterances occur when the recipient of a complement qualifies the compliment force, compliment statement or minimizes the praised item.

There are 2 data that indicate the *return compliment* types of compliment response. The data classified in datum 7 and 28. The addressees respond to the speaker's compliment by using this type of compliment response in order the speaker felt happy with the return of the compliment. When someone who has been complimented receives a reciprocal complement, it is known as a return complement. A return complement occurs when the recipient of a complement returns the complement to the speaker of the compliment. Returning a compliment implies doing the same thing to someone else.

The researcher only found one type of compliment response, namely *disagreeing utterance*. That type of compliment response can be seen only in datum 18. When the recipient of a compliment disagrees with the speaker's words and rejects the complement, this is known as disagreeing utterance. The addressee disagree with the speaker compliment which is the speaker complimented the addressee about her great writing but the addressee reject it. She objected the teacher's compliment by saying "*that is too excessive*".

In the conversation happened at Nurul Jadid Islamic boarding school above, the researcher also found one of compliment response types, namely *question accuracy* type. The writer found 2 data according to question accuracy type, there are datum 10 and 21. When the recipient of a complement questions the accuracy of the complement in order to reject it, the receiver of compliments does not feel comfortable with the complement from the speaker.

There are 6 data showing response of *informative comment* type found in this research. There are datum 5, 9, 13, 20, 23, and 26. An informative comment is an answer to a compliment that includes information that is related to the compliment. This sort of complement utilized to provide more information to the speaker in order for the speaker to forget about the complement for the receiver. Based on the data found in this research, the addressee responds to the compliment by giving information comment. It means that the addressee does not accept the compliment spontaneously by saying thank you or thanks. Therefore, the addressee responds to the compliment by giving information to the speaker.

The last type of compliment response found in this research was *ignore* type. The researcher only found 1 of compliment response type, namely ignore type. The data classified in datum 17. When getting a compliment, the recipient shifts the focus of the conversation. This avoidance can be accomplished satisfactorily in the context of a skillful dialogue by responding with a semantically appropriate insightful answer that simply ignores the compliment's positive impact, or it can be accomplished less satisfactorily by responding with a response that simply ignores the compliment and switches the subject.

In general, this current study has some differences and similarities with the findings of those previous studies. This current study investigated compliment and its response used by English teachers at Nurul Jadid Islamic boarding school. In this study, it was found that English teachers gave a compliment to the female English

learners more based on their abilities. The English teachers complimented the students based on the topic of ability, especially their specific-act ability. Therefore, this finding supports the previous study conducted by Urfah (2016) & Jannah (2018). However, the difference with this research is that the previous studies mostly found the topic of compliment based on appearance because the previous studies investigated complement and its response in literary work such a novel and social media text such as Instagram. Several factors cause these differences because of the social-cultural, different analytical framework, and the personal characteristics of the research subject.

In addition, this study found that the functions of complement used by the English teachers are to strengthen and expand solidarity, to create or maintain rapport, to express admiration or approval, to encourage or motivate, to express the positive evaluation, to strengthen or to replace other speech act, to soften criticism, and to modify the sarcasm. From those eight types of compliment's functions, there is one more dominant type of compliment's function given to students, namely 'to express admiration or approval'. This finding supports the previous studies conducted by Urfah (2016) & Jannah (2018). They discovered the function of compliment given to the addressee. The difference between both previous studies and this present study is that both previous studies only found four types of compliment's function based on Jannah (2018). However, the function of compliment mostly used 'to express admiration, and it has the similarity with this present study. Therefore, different from

Urfah (2016), she found four from eight types of compliment's function, and most of the compliment's function found in that study was 'to express positive evaluation'.

Besides, this study also found that the compliment response was used by the female English learners. This is in line with all previous studies such as Al-Fattah (2011), Shabani (2015), Urfah (2016), Jannah (2018), & Munawwaroh (2020). Al-Fattah (2011) used the students of English Department of Semarang State University as the participant in the study. He used the method of DCT to collect the data. He used the theory of Tran (2007) to analyze the data. The researcher only found thirteen types of compliment responses from fifteen types of compliment, responses according to Tran (2007). Appreciation token was the most frequently used in all situations given in this study, while the non-idiomatic response was the least response used. No participant responded to the compliment by using non-idiomatic and disagreement token. This previous study also discussed gender. However, Al-Fattah (2011) did not investigate the use of compliment and its function.

Furthermore, this finding supports the previous studies conducted by Shabani (2015). He investigated 'A Comparative Study on the Use of Compliment Response Strategies by Persian and English Native Speakers'. The purpose of this study was to look at complement response techniques, which are a subcategory of politeness strategy, that were employed by a group of Persian and English native speakers, as well as the influence of gender on the usage of compliment response strategies. The difference between this present study and the previous study is that Shabani (2015) did not investigate compliment and its function.

Moreover, this finding supports the previous studies conducted by Urfah (2016) & Jannah (2018). These both previous studies are closely related to the present study. Both previous studies discussed compliment and its response. It also investigated the topic of compliment, the function of compliment, and the response to the compliment. However, the difference between both previous studies and this present study is in several factors such as the social-cultural, different analytical framework, and the personal characteristics of the research subject. According to Urfah (2016), most of the addressees respond to the compliment by accepting the compliment. However, according to Jannah (2018), the type of compliment response that has the highest frequency is the 'comment acceptance' type. However, the present study mostly found the type of compliment response is 'appreciation token' type.

In addition, this finding supports the previous studies conducted by Munawwaroh (2020). She investigated compliment responses used by female English learners at Darullughah Wal Karomah Islamic boarding school. The researcher only focused on compliment responses used by the students. Therefore, the researcher did not investigate the compliment used by the teacher. The difference between the previous study and the present study is the previous study investigated linguistic relativity. The previous study also investigated the use of compliment response bound with their society. However, the present study did not investigate that topic.

To sum up, from all the previous studies, the researcher has answered the overarching problem of the study related to compliment and its response used by English teachers at Nurul Jadid Islamic boarding school. At the same time, the

present research uses the theory of Wolfson (1983) and Holmes (1995). Wolfson (1983) theory is used to investigate the topic and the function of compliment, while Holmes (1995) theory is used to investigate the compliment response. The present research chooses an Islamic boarding school as the place of the research, which has an Islamic context. In comparison, the participants of the present research, which consist of female English teachers, have mostly uttered compliments based on the student's ability, which is categorized as 'specific-act ability' according to Wolfson (1983). The function of compliment mostly found is 'to express admiration or approval' according to Wolfson (1983). Therefore, the students mostly use the type of compliment response is 'appreciation token' type according to Holmes (1995).

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

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

#### **A. Conclusion**

From the findings there are two types of complement topics, first topic of appearance and second topic of ability. There are two types of topics for each one. Personal appearance and possession are classified into topic of appearance, while general ability and specific-act ability are split into the topic of ability. As a result, there are four topics of compliments that are applied by the English teacher of Nurul Jadid Islamic boarding school. The topic of personal appearance is shown only by 1 data which is classified in datum 1, while the other, such as, possession is demonstrated by 2 data which is classified in datum 2 and 3. Moreover, topic of general ability is expressed by 6 data which is classified in datum 4, 5, 6, 7, 13, and 15. Topic of specific-act ability is shown by 21 data which is classified in datum 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30.

According to Wolfson's classification of complement function, the types of personal appearance, possession, general ability, and specific-act ability that occur in the data analysis have diverse functions. There are six functions in the data analysis of this research. They are to strengthen and expand solidarity, to create or maintain rapport, to express admiration or approval, to encourage or motivate, to express the

positive evaluation, and to strengthen or to replace other speech act.

In responding the compliment, the addressees who receive the compliment answer the compliment in various ways. Based on this study, the addressees are the female English learners at Nurul Jadid Islamic boarding school who accept the compliment. In this research, the addressees mostly accept the compliment. The female English learners delivered the compliment response of acceptance are verbal and non-verbal. In verbal condition, the female English learners delivered the compliment response by saying thank you or thanks. Therefore, in non-verbal condition, the female English learners delivered the compliment response by smiling or nodding. In this situation, a nonverbal reaction, such as smiling or nodding a head might be employed as a method to prevent the addressee's self-praise. Based on the data analysis, there are 15 data including appreciation token types of compliment response. The data of appreciation token type is classified in datum 1, 2, 3, 4, 6, 8, 11, 14, 19, 22, 24, 25, 27, 29, and 30.

In the data analysis, the researcher also found the other types of compliment response, namely *agreeing utterance type*. The researcher found 2 data including agreeing utterance type. The data is classified into datum 15 and 16. However, there is a datum using the type of *downgrading utterance* to response the compliment. The researcher only found 1 of downgrading utterance type. The data is classified into datum 12. Furthermore, the researcher also found the type of *return compliment*. There are 2 data of return compliment types found in this research, they are in datum

7 and 28. However, there is a datum for responding to compliments utilizing the type of *disagreement*. It means that the addressee rejects the compliment. The researcher found 1 data including disagreement type and it can be seen in datum 18. Based on the data analysis, the researcher also found one of compliment response type, namely *question accuracy*. The researcher found 2 data according to question accuracy type. The data is classified into datum 10 and 21. From the data analysis, *informative comment* is one of the compliment response type found by the researcher. According to informative type, the researcher found 6 data. It is classified into datum 5, 9, 13, 20, 23, and 26. At last, the researcher also found the *ignore* type of compliment response. The data found only 1 according to ignore type. The data is classified into datum 17.

From those all data that have been collected by the researcher, there are some of compliment function cannot be found in this research. According to Wolfson (1983) decided compliment function into 8 types. However, the researcher only found 6 types of compliment function. Those two types of compliment function was not realized are “*to soften criticism and to modify the sarcasm*”. The data was not totally work to Wolfson’s theory. It occurred because this study has different of geographical context and the object of the research which this research took place at Nurul Jadid Islamic boarding school. In hence, compliment response types which are not realized by the female English learners are “challenge sincerity, sift credit, legitimate evasion, and request reassurance”. It was not really work with the theory of Holmes (1995).

Holmes decided compliment response into 12 types. However, in this study the researcher only found 8 types of compliment response. It cannot be denied that the female English learners mostly respond to the compliment by accept it which is categorized as appreciation token types. I supposed that the female English learners mostly accept the compliment given by saying thank you/ thanks. Some of them respond to the compliment by smiling and nodding the head.

### **B. Suggestion**

Compliment and its response are fascinating topics to explore since they provide a deep insight for readers who want to learn how to offer and receive compliments effectively. Because there are still many topics that may be investigated for compliments and its response, it is proposed that the next researcher who is interested in exploring the same subject of Pragmatic research fill in the gaps, for example in literary works, such as novels, short stories, movies, and others. This study only examines a compliment and its response based on what is observed, so that other factors are frequently overlooked. Various factors can also be examined based on what is behind the compliment or its response, such as age, gender, social status, education, and other factors. It is also conceivable for the next researcher to perform more study of compliments and its response from many perspectives, such as the structure and vocabulary of compliment and its response that are commonly used in giving compliments and its response. As a result, the writer hopes that this study will

provide readers with fresh insights and ideas, particularly those who studying compliments and its response.

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## CURRICULUM VITAE



**Siti Nur Cholifah** was born in Probolinggo on July 20, 1999.

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### Appendix 1 compliment and compliment response

Datum	Compliment	Compliment Response	Classification Types	Function of Compliments	Response to Compliments
			Topic of Compliments	Function of Compliments	Response to Compliments
1.	Awesome, you look more mature and authoritative when explaining this material such a teacher	Thank you, Miss. You are even more (smile and nodded)	Personal Appearance	To express admiration or approval	Appreciation token and return compliment
2.	Amazing, you have a golden voice	I do really thank you, but there are still many people who have better voice than me, Miss.	Possession	To express admiration and approval	Appreciation token
3.	What a great work you have, it is really cool.	Sure, Miss. Thank you	Possession	To strengthen and expand solidarity	Appreciation token
4.	You're a great listener, your explanation almost the same with the video	Thank you, Miss	General ability	To express the positive evaluation	Appreciation token
5.	Excellent, you do the best of your work today	I tried repeating the lesson to do the task in my room and studying together with my friends, Miss	General ability	To encourage or motivate	Informative comment
6.	You do the best of your work today, keep fighting	Yes, Miss. (smile and nodded)	General ability	To strengthen and expand solidarity	Appreciation token

7.	Thank you very much, you such a great example to others. Please return to your seat.	You are even more, Miss	General ability	To strengthen or to replace other speech act	Return compliment
8.	Nice, you create a good sentence. It is wonderful	Thank you, Miss	Specific-act ability	To express the positive evaluation	Appreciation token
9.	Great, what a good words are yours. I love it	I asked my friend to teach me and I learn seriously, Miss	Specific-act ability	To express admiration or approval	Informative comment
10.	You have shown your progress in making a good writing.	Is that true Miss?	Specific-act ability	To encourage or motivate	Question accuracy
11.	Nice, your ability seems to improve every day. It can be seen from the results of your task that always has a development every day	Thank you for always being a patient teacher, Miss. It is all because of your patience in teaching me, Miss	Specific-act ability	To express positive evaluation	Appreciation token
12.	It is almost a perfect writing you have	It is nice to hear. But, there must be a better writing than mine. Isn't it so, Miss?	Specific-act ability	To encourage or motivate	Downgrading or qualifying compliments
13.	Your creative potential seems limitless	I just want to give you my best, Miss	General ability	To express admiration and approval	Informative comment
14.	Well done, keep fighting for your best	Alright Miss, thank you. It is because you already explained the material clearly so that I can do my	Specific-act ability	To encourage or motivate	Appreciation token

		best			
15.	Nice words, keep improving!	Yes, Miss. I will do much better	General ability	To encourage or motivate	Agreeing utterance
16.	You always learn new things and try to improve yourself, which is awesome	I love it, nice to hear, Miss	Specific-act ability	To express admiration or approval	Agreeing utterance
17.	You bring out the best than others	I don't really mind about it	Specific-act ability	To strengthen and expand solidarity	Ignore
18.	How is it that your writing text always looks great?	That is too excessive, Miss	Specific-act ability	To express the positive evaluation	Disagreeing utterance
19.	Thumbs up for you	Thank you, and (smile)	Specific-act ability	To create or maintain rapport	Appreciation token
20.	You always know and say exactly what I explain	I just answering what I have heard from you, Miss	Specific-act ability	To express admiration or approval	Informative comment
21.	It is out of my expectation, yours is perfect	Is that right, Miss?	Specific-act ability	To express admiration or approval	Question accuracy
22.	Unbelievable, it is a great sentence	Thank you very much	Specific-act ability	To create or maintain rapport	Appreciation token
23.	You always give me your best result	I will keep it as I can, Miss	Specific-act ability	To create or maintain rapport	Informative comment
24.	Great words	Thanks	Specific-act	To express the	Appreciation

			ability	positive evaluation	token
25.	Fantastic! You create good sentences	Thank you, Miss	Specific-act ability	To express admiration or approval	Appreciation token
26.	You always give your best effort of making a good progress	It is because I like the lesson, Miss	Specific-act ability	To encourage or motivate	Informative comment
27.	You are absolutely influent in English language	Thank you, Miss	Specific-act ability	To express admiration or approval	Appreciation token
28.	You always got high value. I proud of you	I proud of you more	Specific-act ability	To express admiration or approval	Return compliment
29.	Your writing is very relevant to the topic. Good job dear.	Thank you, Miss	Specific-act ability	To express positive evaluation	Appreciation token
30.	Your word is well structured	It sounds great. Thank you, Miss	Specific-act ability	To express the positive evaluation	Appreciation token

## Appendix 2 Topics of Compliment

No	Topics of Compliments	Datum	Total
1.	Personal Appearance	1	1
2.	Possession	2, 3	2
3.	General Ability	4, 5, 6, 7, 13, 15	6
4.	Specific-act Ability	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	21

### Appendix 3 Functions of Compliment

No	Functions of Compliment	Datum	Total
1.	To strengthen and expand solidarity	3, 6, 17	3
2.	To create or maintain rapport	19, 22, 23	3
3.	To express admiration or approval	1, 2, 9 , 13, 16, 20, 21, 25, 27, 28	10
4.	To encourage or motivate	5, 10, 12, 14, 15, 26	6
5.	To express the positive evaluation	4, 8 , 11, 18, 24, 29, 30	7
6.	To strengthen or to replace other speech act	7	1
7.	To soften criticism	-	-
8.	To modify the sarcasm	-	-

#### Appendix 4 Compliment Response

Number	Compliment Responses	Datum	Total
1.	Appreciation Token	1, 2, 3, 4, 6, 8, 11, 14, 19, 22, 24, 25, 27, 29, 30	15
2.	Agreeing Utterance	15, 16	2
3.	Downgrading Utterance	12	1
4.	Return Compliment	7, 28	2
5.	Disagreeing Utterance	18	1
6.	Question Accuracy	10, 21	2
7.	Challenge Sincerity	-	-
8.	Sift Credit	-	-
9.	Informative Comment	5, 9, 13, 20, 23, 26	6
10.	Ignore	17	1
11.	Legitimate Evasion	-	-

12.	Request Reassurance	-	-
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