

**TEACHERS' COMPLIMENTS AND LEARNERS'
COMPLIMENT RESPONSES USED AT AL-MASDUQIYAH
ISLAMIC BOARDING SCHOOL**

THESIS

By:
Raudhatul Jannah
NIM 18320233



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2022**

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THESIS

Presented to

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In Partial Fulfillment of the Requirement for the Degree of Sarjana Sastra (S.S)

By:

Raudhatul Jannah
NIM 18320233

Advisor:

Ulil Fitriyah, M.Pd, M.Ed.
NIPT 19820823201802012176



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2022**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “Teachers’ Compliments and Learners’ Compliment Responses Used At Al-Masduqiyah Islamic Boarding School” is my original work. I do not include any materials previously written or published by another person, except those that are cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 10 June 2022.
The Researcher

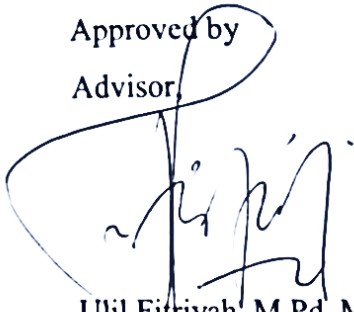


APPROVAL SHEET

This is to certify that undergraduate thesis of Raudhatul Jannah entitled **“Teachers’ Compliments and Learners’ Compliment Responses Used At Al-Masduqiyah Islamic Boarding School”** has been approved for thesis examination at faculty of humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements of the degree of *Sarjana Sastra* (S.S).

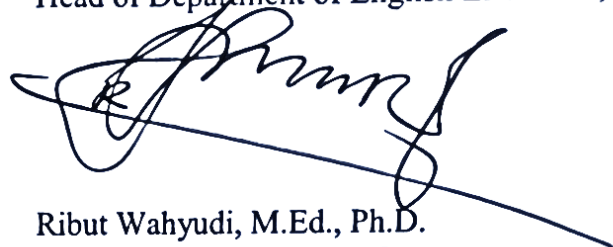
Malang, 10 June 2022.

Approved by
Advisor,



Ulil Fitriyah, M.Pd, M.Ed.
NIPT 19820823201802012176

Head of Department of English Literature,



Ribut Wahyudi, M.Ed., Ph.D.
NIP 198112052011011007

Acknowledged by



REPUBLIK INDONESIA
1012003121003
M. Ag.

LEGITIMATION SHEET

This is to certify that undergraduate thesis of Raudhatul Jannah entitled “**Teachers’ Compliments and Learners’ Compliment Responses Used At Al-Masduqiyah Islamic Boarding School**” has been approved by the board of examiners as one of the requirements for degree of *Sarjana Sastra* (S.S) in Department of English Literature.

Malang, 13 July 2022.

Board of Examiners

Signatures

1. Ribut Wahyudi, M.Ed., Ph.D.
NIP 198112052011011007

(Main Examiner)

2. Mazroatul Ishlahiyah, M.Pd.
NIPT 1991072220180201218

(Chair)

3. Ulil Fitriyah, M.Pd, M.Ed.
NIPT 19820823201802012176

(Advisor)

Approved by



MOTTO

“Be yourself because it’s better than pretending to be someone else’s”.

DEDICATION

This thesis is primarily dedicated to my beloved parents, Misrifa and AhmadAsir, who have always prayed and supported me for my success. Further, my dear sister and brother, Nashirotul Hilmi and Muhammad Ali Fachri, who have always gave me supports and endless love. Last but not least, thanks to all my family and my friends for support and prayers.

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Malang, 10 June 2022.
The Researcher



Raudhatul Jannah
NIM 18320233

ABSTRACT

Jannah, Raudhatul (2022) *Teachers' Compliments and Learners' Compliment Responses Used At Al-Masduqiyah Islamic Boarding School*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Ulil Fitriyah, M.Pd, M.Ed.

Key word: Compliment, compliment response, Al-Masduqiyah Islamic boarding school.

The speech of praise and the response to a compliment is one of the interesting issues in a linguistic phenomenon. The purpose of this study was to investigate the type of strategic compliment spoken by the teacher and the type of compliment response spoken by the student to answer the compliment he received at the Al-Masduqiyah Islamic boarding school. The relationship between praise and the environment of the Islamic boarding school in this study explains that the use of language also depends on the environment. Therefore, a person with a different social background can lead to different language and word speech. This study uses a qualitative descriptive research method because this research requires the selection of qualitative data for form or descriptive analysis. The participants of this study were English teachers and students at the Al-Masduqiyah Islamic boarding school. This study uses two theories, namely the theory of Wolfson (1993) and the theory of Holmes (1983). The findings of the speech of compliment and compliment responses in this study contained 66 data. In the speech of compliment which has two categories, there are 11 data compared to 55 data, while in the response from the word of compliment which has three categories, it is found that there is a comparison of data between 45, 16, and 5 data. The conclusion of this research is the word occurrence of a compliment spoken by the teacher that is based on the students abilities, and also the compliment is able to motivate students in learning activity. The most significant compliment response expressed by the student is the accept type. Further, the student also ignores and rejects the compliment.

مستخلص البحث

جنت، روضة. (٢٠٢٢). مدح المدارس واستجابة مدح طالبة الانجليزية المستخدمة في المعهد الإسلامي المسدوقية. أطروحة. برنامج دراسة الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة أولي الفطرية، الماجستير.
الكلمات الأساسية: المدح، استجابة المدح، المعهد الإسلامي المسدوقية.

لنطق والإجابة للمدح من الموضوع في ظاهرة علم اللغة هدف الاستقراء هو الاستثمار النوع الاستراتيجي في المدح الذي نطقه المدرس كي يجيب الطالب القابل في المعهد الإسلامي المسدوقية. الارتباط بين المدح و المحيط في المعهد الإسلامي الاستقراء هذا يبين استعمال الترتيب في اللغة يشترك في المحيط لذلك. الاحد على الاجتماع المختلف يسبب نطق اللغة والكلمة المختلفتين. هذا الاستقراء يستعمل الطريقة الوصفية لأنه يحتاج إلى معلومة النوع للتحليل بالبيان و الوصفية. كان المشاركون في هذه الدراسة من مدرسي اللغة الإنجليزية والطلاب في مدرسة المصدقية الإسلامية الداخلية. يستخدم هذا البحث نظريتين، هما نظرية وولفسون (١٩٩٣) ونظرية هولمز (١٩٨٨). مدح المدارس واستجابة مدح طالبة الانجليزية المستخدمة في هذه الدراسة ٦٦ بيانات. في خطاب المديح الذي يحتوي على فئتين، وهما ١١ بيانات إلى ٥٥ بيانات، بينما في الردود على خطاب الثناء الذي يحتوي على ثلاث فئات، وهي مقارنات البيانات تم العثور على مقارنات بين ٤٥ و ١٦ و ٥ بيانات. وخلصت هذه الدراسة إلى أن حدوث كلمة ثناء ينطق بها المعلم يعتمد على قدرة الطلاب، ولا ينسى أن الثناء يطرق أيضا لتحفيز الطلاب الذين ينقصهم الحماسة للتعلم. يتم نطق الاستجابات التي تحدث من قبل الطلاب الذين يتم مدحهم أيضا، وكذلك الطلاب الذين يتجنبون الثناء يحدث أيضا لأن الطلاب يحافظون على موقف الطالب تجاه المعلم، والذي لا ينبغي أن يكون مرتفعا جدا أو متعالية.

ABSTRAK

Jannah, Raudhatul (2022) *Tutur Kata Pujian Guru dan Respon Pujian Murid Digunakan di Pondok Pesantren Al-Masduqiyah*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Ulil Fitriyah, M.Pd, M.Ed.

Kata kunci: Pujian, respon pujian, pondok pesantren Al-Masduqiyah.

Tutur kata pujian dan respon terhadap sebuah pujian termasuk salah satu isu yang menarik dalam sebuah fenomena linguistik. Tujuan penelitian ini yaitu untuk menginvestigasi tipe strategi pujian yang dituturkan oleh guru dan tipe respon pujian yang dituturkan oleh murid untuk menjawab pujian yang diterimanya di pondok pesantren Al-Masduqiyah. Relasi antara pujian dengan lingkungan pondok pesantren pada penelitian ini yaitu menjelaskan bahwa penggunaan penataan bahasa juga tergantung dengan lingkungannya. Maka dari itu, seorang dengan sebuah sosial yang berbeda dapat menimbulkan penuturan bahasa dan kata yang berbeda. Penelitian ini menggunakan metode penelitian deskriptif kualitatif design dikarenakan penelitian ini membutuhkan pemilihan data kualitatif untuk dianalisis dengan bentuk penjelasan atau deskriptif. Peserta penelitian ini yaitu pengajar dan pelajar bahasa Inggris pada pondok pesantren Al-Masduqiyah. Penelitian ini menggunakan dua teori, yaitu teori Wolfson (1993) dan teori Holmes (1983). Temuan tutur kata pujian dan respon pujian pada penelitian ini terdapat 66 data. Pada tutur kata pujian yang memiliki dua kategori yaitu ditemukan 11 data banding 55 data, sedangkan pada respon dari tutur kata pujian yang memiliki tiga kategori yaitu ditemukan perbandingan data antara 45, 16, dan 5 data. Kesimpulan dari penelitian ini yaitu terjadinya suatu tutur kata pujian yang diucapkan oleh guru yaitu berdasarkan atas kemampuan siswa, dan tidak lupa pujian itu diucapkan juga guna memotivasi murid. Respon pujian yang sering digunakan oleh murid yaitu tipe menerima. Selain itu, murid juga merespon pujian dengan menghindari dan menolak pujian yang digunakan.

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CHAPTER I

INTRODUCTION

This section, the researcher discusses several points related to the area of the research. Those are; background of the study, research questions, significance of the study, scope and limitation, and definition key of the term.

A. Background of The Study

A compliment is a positive expression that usually appears in an everyday conversation between the interlocutor, or higher complimenting is sometimes seen as communicating. Expressing and identifying the right compliments are aspects of communication skills that vary from culture to culture (Holmes, 2015). Complement is included in the cultural part because it involves a person's ability to use appropriate expressions to give and respond to the attributive compliment. Compliments are also able to apply for opening dialogue and also facilitating conversational interaction by adding solidarity between the speakers (Pillet-Shore, 2015). Remember that a person also needs to be lifted morally by a compliment. It is true, but if someone is continuously praised or praised excessively, it will have a destructive impact (negative impact). Therefore, it needs to have certain limitations in giving compliments or vice versa, and it is indispensable to respond to a compliment appropriately. The discussion focuses on the compliment and its responses also occur in teaching-learning activities. The existence of a

compliment teaching and learning activities are included in what we usually do and are very good to apply, and there will also be many good sides that can increase student learning enthusiasm and self-confidence. This research needs to be carried out because what will happen if a teaching and learning activity without complimenting the action is interesting enough. It is impossible in a forum for teaching and learning activities to only be filled with learning instruction from the teacher to the students without good feedback for their progress. It will be significantly less effective. Therefore, to find out more about a compliment, a study will investigate the compliment and the response.

Several discussions on the topics of compliment were made by previous researchers, including a study conducted by Drakhshan et al., (2021); Motamedi (2018); Khan and Rustam (2017). The three studies above examined a study that compared two speakers. The researcher on finding the differences of compliments that were used by the two speakers. Other research conducted on only one object focus without comparisons such as the study described above must also exist, such as research conducted by Natsir et al., (2021); Krisdayanti (2019); Arini et al., (2021); Saputra (2019); Yang et al., (2020); Muadz (2017); whose research found what compliments and its responses occur in English learners.

Research on compliment responses, which is a preliminary case study based on academic status and gender differences as well as on social science and humanities micro-savings was conducted by Korkmaz (2020); Kura et al., (2017); Nizomiddinovna (2021); which explains the relationship between the compliment response between the giver and the recipient with these differences. Moreover,

two studies are quite different from the previous research that has been discussed above, the first is the research conducted by Saraswati (2018), where this research examines compliments and its response that occurred in the film Pitch Perfect, the data is taken from a film.

The second is the research conducted by Rahdayanti (2017), which explains how the effect of compliments and its response that Bugis native speakers spoke is negative or positive. In the study, he explained that the praises of Bugis people tend to be different, some consider the compliment a positive thing, but not with the recipients of compliments people aged 65 years and over will feel the compliment as an insult. The other previous research that has been described by Munawwaroh and Ishlahiyah (2021) and Kholifah (2021), also has the same similarities with this research, in the context of compliment that occurs in Islamic boarding schools.

The difference between this study and previous research is different in terms of the object of research. This research is devoted to English language students who are living in islamic boarding schools and the environment is different from students who do not live in Islamic boarding schools. The statement above is corroborated by the statement presented by Hunt & Banaji (2012), about the hypothesis of linguistic relativity (Whorfian) that states that language can affect the mind. In addition, the hypothesis also states that language can control thoughts and perceptions. In many ways, the language used is a guide to the language in which they think.

The object of this research used an Al-Masduqiyah Islamic Boarding School Probolinggo, East Java. Al-Masduqiyah islamic boarding school is one of the modern boarding schools, even though all the teachers also emphasize teaching good ethics, which means that the soul of the *santri* in the *pesantren* is very close. Not only that, but the object of research also includes between teachers and students, not only one but both. The similarity between this research and previous research is about the object the study. There are two previous studies described above which also discuss the context of compliment in Islamic boarding schools. The difference with this study is that this study discusses teachers' compliments and students' compliment responses, but the two previous studies only focus on one topic. The research presented by Munawwaroh and Ishlahiyah (2021), only discussed the compliment response of female students, and the research presented by Kholifah (2021), only discussed teachers' compliments, it was not discussed in detail how students' responses occurred when receiving compliment.

Further, Al-Masduqiyah Islamic Boarding School will be a place for conducting this research. The Islamic boarding school is a modern public school but still within the scope of Islamic boarding schools. On the other hand, modern Islamic boarding schools have educational programs that are self-managed (independent) and this program includes formal and non-formal education processes throughout the day in one conditioning unit in the hostel. It can be concluded that boarding schools are institutionally developed to make their impact

effective, *pesantren* not only places of learning but are a process of character building, life, and resource development (Talib, 2015).

In addition, some organizations focus on language deepening in modern Islamic boarding schools, especially English. One thing that makes this Islamic boarding school look different is the existence of regulations that require all male and female students to speak in foreign languages (English and Arabic) so that students are accustomed to speak in these foreign languages. The research in this case study will enlighten about compliments and the response to praise in Al-Masduqiyah Islamic Boarding School. It is exciting to utter a compliment and how to respond to such a compliment in the social environment of a modern Islamic boarding school.

This research will conduct to determine the complement and how this compliment response was used by English students at Al-Masduqiyah Islamic Boarding School. The data of this research will be done by using two theories, namely Wolfson's (1993) and Holmes's (1988) theory. Wolfson's theory used to explain some types of compliments that were used by English teachers, and Holmes's approach describes the response in compliment responses between female and male English learners. The use of those theories according to Wolfson and Holmes are a fairly clear and detailed theory about the discussion of complement, the theory is very relevant to be used as an approach in this research. In addition, based on previous research that discusses compliments most of the researchers used those theories and produced excellent research. With that

reference, this research will be clear research using a related approach. However, the theory used to analyzed it does not discuss compliments in the Islamic version.

B. Research Questions

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

1. What are the types of compliments used by English teachers at Al-Masduqiyah Islamic Boarding School?
2. How are the compliment responses used by English Learners at Al-Masduqiyah Islamic Boarding School?

C. Significances of The Study

The significance of this research is to make a good contribution both theoretically and practically at the same time. Practically, this research is aimed at students majoring in English literature and not forgetting students from different majors in what kind of compliment responses occur and used in Islamic boarding schools, especially Al-Masduqiyah Islamic boarding schools. In particular, this study aims to provide more information about the reaction to compliments in a social environment in a boarding school. The compliment here is also derived from having a solid connection with the teaching and learning process, especially for male and female English students at the Al-Masduqiyah Islamic Boarding School. Theoretically, it also aims to find out what kind of complement and

compliment responses occur in a pesantren. Moreover, it can be seen that the environment we live in today can significantly affect the way they respond to such compliments, especially English students.

D. Scope and Limitation

Many kinds of speech acts in the field of pragmatic are found in daily life and social interaction. However, this study discusses the use of language in context, particularly the giving of compliments uttered by teachers and the response of compliments made by English students at the Al-Masduqiyah Islamic Boarding School. This study limits the participants of the study. The research focuses on the English language course class, namely the MEC (Masduqiyah English Club) class, for data collection. The class is only one that focuses on learning English activity and the class is an informal class. The researcher selected English teachers and learners at the Al-Masduqiyah boarding school to make a more oriented and informative analysis. The researcher limits the participants to teachers, and English learners in MEC class at the Al-Masduqiyah Islamic Boarding School.

E. Definition of Key Terms

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

1. Compliment: is a form of saying something positive about someone honestly and also something that makes people who hear it feel flattered, so that it can also provide motivation to the person being praised.
2. Compliment Responses: is a response with the term feedback to the speaker of praise which has a big role or influence in determining whether or not a communication is good.
3. Al-Masduqiyah Islamic Boarding School: is a modern boarding school that requires all students to speak bilingual language (Arabic and English) every day. The boarding school is located in Probolinggo, East Java.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains theories related to research, including; understanding speech acts, learning compliments and their types, knowledge complement response and its types, the explanation of Islamic boarding school, a detailed explanation of the Al-Masduqiyah Islamic boarding school with its language advantages, and a previous studies related to the topic.

1. Compliment

A compliment is a positive expression in a daily conversation between a higher or the same status interlocutor. A compliment can facilitate conversational interaction or open a conversation by strengthening the relationship of solidarity between the interlocutors. People often point out that quality is related to personal appearance. Sometimes it is also used to complement cultural differences (Indah, 2015). According to Indah (2018), compliments and compliment responses have become a popular research topic in various subfields of linguistics such as cross-cultural pragmatics, sociolinguistics, second language learning, etc. According to Al-Gamal (2017), a compliment is defined as an act of speaking that is used explicitly or implicitly, for a specific "good" (characteristic, possession, skill, etc.). A compliment is a function of language that is often used to encourage or reinforce behavioral desires. Compliments are often given to someone who looks

good or whose appearance pleases the complimenter. Based on Wolfson's approach the complement is divided into two types; ability and appearance.

a. Topic of Appearance

Appearance compliments are compliments utter to receiver appearance. Compliments are usually about the recipient's appearance, such as compliments on clothes, faces, makeup, and items that look good. Wolfson divides compliments for appearance to two classes: personal appearance, and possessions.

1) Personal Appearance

The type of compliment that involves a person's appearance is usually seen from something worn or in itself. Speech of compliment contains an advantage that relates to a person's appearance. Example: I like how you look presentable in your uniform. The analysis of compliment on the topic of appearance is to explain what the causes of praise are related to appearance, tell the chronology before the compliment and the words of praise related to appearance can be uttered.

2) Possession

Compliments involving personal possessions are also common in social interactions. Possession describes a compliment in which the complement has a position of ownership. Example: you are smart, like your brother. From the compliment, it can analyze by telling something that happened before the compliment was spoken. After that, analyze whether the compliment is true including praising with a compliment that relates to ownership.

b. Topic of Ability

A commendation of skill or ability is a compliment given to someone in a recipient's aptitude, such as praising for a job well done, example: your math assignment is very good. It's not about a person's physical appearance, and it's about their abilities in certain situations. Wolfson further divides praise for skills or abilities into general and specific action abilities.

1) General Ability

Common factors underlie all behavior. General factors also depend on heredity, personal consistency, skills, creativity, and personality tastes of a person who categorizes abilities in general. For example, your writing is very good, it can be read clearly. This analysis of general ability praise includes praise data that contains a person's talent, while the talent is a general talent that everyone can easily perform the action.

2) Specific-act Ability

A compliment that is specific to act in certain situations and conditions is included in the ability of certain actions. Special abilities contain all specific actions in certain situations and needs. Example: your painting is very good. Analysis in the context of specific act-ability is analyzing a very specific compliment, meaning that the talent is very specific only certain people can do.

From the explanation above which has explained praise based on Wolfson's theory (1988), on the other hand, there is also an explanation about praise that occurs in the Islamic context. The discussion of praise in the context of Islam is also discussed in this study because the object in this study uses Islamic

boarding schools, which certainly does not escape the culture in it from the Islamic context. Based on the explanation that has been presented by Wahyudi (2021), which states that in addition to teaching English, a language that is not the mother of our language, but on the other hand must also be responsible for promoting Islamic values and collective socio-cultural values that comes from the Indonesian context.

The concept of compliment in the Islamic view, the theory forward in Yuliana's research (2018), can provide motivation for the practice of compliment and rewards because reinforcement is one of the problems that is often associated with the learning process. Affirmation in the learning process through a psychological approach recommended by Islam is related to the teachings of religion itself as one of the motivating factors for students (Purwanto, 2016). Several methods in learning that can be applied such as giving good compliments, giving gifts and recognition from schools (Naemah, 2012).

First, by giving kind words in compliment. It is commendable, teachers need to give words of praise, flattery and appreciation so that they feel appreciated. Phrases like *“Good”*, *“MashaAllah”*, *“You are great”*, *“Good job”*, etc. are facts that will make students confident. Second, with material rewards such as gifts and money, as well as a form of encouragement in teaching. It aims to encourage students to be closer to learning. Naturally, students like to receive gifts, and students will be more enthusiastic when they get a gift from the teacher. Third, with the next reward in the form of recognition from the school. Appointing to lead activities in class can also be in the form of appointing

students as naqib in a group which aims to lead reading activities in a group. This is also one way that fits the personality and characteristics of preschool students who want to be trusted. They always feel the teacher is paying attention to them. This leadership trait can provide a pleasant experience for students and result in memorable learning.

2. Compliment Response

Compliment Response is a speech response and is spoken after a compliment. A reaction will occur when someone has received a compliment. A positive response is a verbal confirmation of the response that the complement recipient has responded to and heard the compliment. Everyone's response to this may differ, depending on various cultural and contextual factors. A compliment response is a present sentence or phrase that people say later someone else compliments them on their abilities, possessions, appearance, or something of value for social or other reasons. According to Al-Gamal (2017), Responses to compliments also vary depending on context and listener perception. In everyday conversation, most of the expressions 'thank you' are given in response to a compliment. The compliment response is complementary to the compliment. Moreover, compliment responses are inseparable from each other. According to Holmes's theory, the response to a compliment is divided into three classes; Accept, Reject, and Ignore, among;

a. Accept

The first category is "accept". This section has specific categories that ensure that research subjects receive compliments although they do not answer

“yes” sometimes or directly express it through body language. Type "accept" occurs when the recipient of the compliment is pleased with the compliment they accept. The characteristic of this type is that sometimes the recipient smiles or thanks or compliments the other person; this idea is from Holmes. The class consists of four classes, are:

1) Appreciation Token

The indication of appreciation means that the recipient appreciates the compliment. The recipients feel they deserve the credit. In this case, the category generally found a short compliment response, such as a smile, or saying thank you to the other person. e.g: Thank you, answered "yes", or smiled. Analysis in the compliment response that contains an appreciation in the sense of agreeing with the compliment received. The response to a compliment with the type of acceptance is not only spoken with words of gratitude, it can also be with a smile, or nodding, which means to receive a compliment.

2) Agreeing on Utterances

Approve speech means that the recipient agrees about kudos to them. The recipient of the compliment usually responds by saying nice things to the other person. This explains that the recipient feels comfortable with the compliment. The data to be analyzed is speech data that contains an agreement, example: I think it is beautiful.

3) Qualifying Utterances

A compliment response is sometimes characterized by a person's silence after receiving a compliment. However, that does not mean that research

participants do not refuse but use verbal responses such as downgrades and questions. A derogatory or qualifying utterance is when the recipient of the complement qualifies for the power of the complementary statement or disparages the object of addition. The data to be analyzed in this type of example is utterance data that contains utterances about receiving praise by clarifying the compliment spoken by the complimenter. For example, Not so bad, right?

4) Return Compliment

Returning a compliment to the recipient means that they do the same thing to another as that person has done to them. Maybe the speaker's compliment may have something in common with the recipient. The data that will be discussed is utterance data that contains a response of praise with acceptance and with a response of praising back the complimenter. Example, when someone is praised for her good appearance, the recipient will compliment her with 'you are beautiful too': e.g., You look good too.

b. Ignore

Holmes explains the 'ignore' type is attractive in substantial methods. Recipients of commendation avoid receiving credit connection in various ways: by diverting or deflecting the positive effects stated by the compliment talker. The 'ignore' type can be composed into five classes, such as;

1) Credit Switch

Credit switching is an approach that recipients of the same credit use to extend a compliment to another than themselves; somehow, they switch it to the talker of the compliment. Typically, the receiver switches when they think they

don't deserve recognition, and it's worth giving credit to those who deserve it. The data used is a data utterance that contains a rejection. The refusal by diverting the conversation so the compliment was not continued, for example: my words are still far from perfect, miss.

2) Informative Comments

Informative comments are praiseworthy responses that are relevant information for a compliment. This case happens to provide additional details to a speaker of the compliment that the speaker forgets the praise for the recipient. The data used is speech data that contains rejection. Rejection by providing new information means that the praise is not continued, for example: I bought the book at the new bookstore.

3) Refusing

Refusing means the recipient of the complement transforms the subject discussion while receiving compliments. This avoidance is able to show by providing a diversion of the discussion. It overlooks the good effects shown by praise or somehow performed unsatisfactorily with a skillful conversation with an answer that ignores compliments and shifts the topic. With regard to the "ignore" response, although it is not so obvious an avoidance or avoidance by the receiver, there was a small group of compliments in which the complementary speaker gives the recipient by following compliments with other words that allow the receiver to avoid it. e.g., it's time for us to go.

4) Sequential Avoidance

Sequential avoidance is the reaction shown in the following utterances: it allows listeners to avoid responding to compliments. Legitimate avoidance also happens when the receiver asks the talker of praise to restate a praise in several ways. The goal is for politeness to avoid the receiver of the compliment from accepting the compliment, but the receiver doesn't want to refuse it. This was a risky strategy if it sounds like questioning the sincerity or veracity of the speaker: for example, you know the shop on that north street.

5) Ask for Reassurance

A request for reassurance is when the receiver of the complement gives a question to the complimenter. The recipient of the praise asks the truth about the praise for the talker. The data used is data utterance containing rejection. Rejection by asking to make sure the compliment called is true or not means the compliment is not continued, for example: Do you think so?

The conclusion is that when someone receives a compliment there are many ways of receiving it, it can be accepted or rejected. It is known that not everyone who receives a compliment says "yes" and not everyone who rejects a compliment says "no". The recipient of the complement may respond using a few different sentences or body language. While those who ignore sometimes question the praise they get for their reasons, whether they feel ashamed or something else. According to some experts, there are many classes of compliment responses. However, the most compatible approach to this research is by Holmes; therefore,

the approach conducted in this research is aimed to reveal the types of compliment responses used by the participants of the study.

c. Reject

Based on Holmes, rejection happens when the receiver of the complement feels unworthy to receive that compliment. It's probable that the receiver of the compliment is unhappy with the compliment. The rejection divided into three classes, as follows:

1) Disagreement Utterances

The expression of disapproval happens while the receiver of the compliment does not agree to speech from the talker of compliment and rejecting compliment by disapproving the spoken compliment is one example of a compliment response. The data used in this compliment response analysis is a complement response speech data that contains rejection by expressing disapproval of the compliment delivered, for example: I like your book but I don't say it.

2) Question Accuracy

An accuracy of the question happens while the recipient of the complement questions the genuine compliment to reject it, the recipient doesn't perceive comfort about a commendation from the talker. Rejecting a compliment by asking an accurately spoken question is an example of a compliment response. The data used in this compliment response analysis is complementary response data that contains refusal by stating an accurate question regarding the compliment delivered, for example, is this the correct answer?

3) Defiance The Integrity of The Compliment

Defiance of the integrity of the complement happens while the receiver is not sure that the talker, moreover the receiver rejects it by daring the integrity of the compliment towards the talker. Rejecting a compliment by assuming that the compliment is insincere is an example of a compliment response. The data used in this compliment response analysis is complementary response data that contains rejection by stating the statement that the compliment given looks insincere about the compliment delivered, for example: you don't mean it.

3. Islamic Boarding School

a. Al-Masduqiyah

Al-Masduqiyah Islamic boarding school, it was born as a participatory effort in realizing the noble ideals of "returning the glory of Islam and the *Muslims*" (*Izzul Islam Wal Muslimin*). It stands on a plot of waqf land covering in Patokan Village, Kraksaan District, Probolinggo Regency. The environment is still beautiful, calm, safe, and relaxed so that it supports the creation of a high learning spirit and allows the development of the potential of students. The realization of leading Islamic Boarding Schools can give birth to a young generation with good morals, independence, creativity, reliability, and the ability to participate in the development of the people. They organize quality education (quality education) by relying on Islamic and Indonesian values. Carry out religious and social activities to uphold Islamic values as *rahmatan Lil Alamin*.

Strive for the independence of Islamic Boarding Schools by carrying out

various profitable, productive business activities, and both managed alone and with external parties. Learning Foreign Languages (Arabic or English) is one of the flagship programs of the Al-Masduqiyah Islamic Boarding School. Both languages are taught and used in the classroom and become the language of everyday conversation. This intensive foreign language learning is intended to study foreign language books and as a debriefing to continue studying abroad. Basically, modern boarding schools are equipped with modern systems and methods, they are able to provide critical, analytical and insightful nuances for students. Able to speak Arabic and English which allows students to access a wide range of general books, including foreign libraries (Haedari & Amin 2012).

Further, Al-Masduqiyah is also known as a modern Islamic boarding school. The statement made by Haedari & Amin (2012) also explained that modern pesantren are pesantren whose activities use or adhere to a modern education system. Learning material is the result of a combination of religious knowledge and general science. Modern Islamic boarding schools also have various characteristics, as follows: Modern Islamic boarding schools are used in daily conversation in the cottage environment, have formal schools under the Diknas and Ministry of Religion curriculum for the formal school institutions, and no longer using traditional recitation systems such as slogan, wetonan, and bandongan. From the explanation above, it is known that the characteristics of modern Islamic boarding schools are also found in Al-Masduqiyah Islamic boarding school.

CHAPTER III

RESEARCH METHOD

This study carried out the methodology involved in the implementation of this study. This section contains more detailed information about the research method consisting of research design, research instrument, data and data source, data collection, data analysis, and data triangulation.

A. Research Design

This study used a descriptive qualitative research design to analyze the data. According to Creswell (2014), qualitative design attempted to determine the meaning of a phenomenon from the participant's perspective. This means identifying a social community as it develops a common pattern of behavior over time. Using a qualitative research design, this study aimed to examine and describe the types of compliment used by teachers at the Islamic boarding school in Al-Masduqiyah and the responses used by English language learners.

However, this study used a descriptive design designed to enrich the study data. According to Royadi (2019), a descriptive method is a method of examining the state of an object, state, thought, action, or event category in the present tense. The purpose of this kind of descriptive research is to provide a systematic, truthful and accurate description, picture or drawing of the phenomenon, characteristics and relationships between phenomena under study. Therefore, the researcher used the qualitative descriptive method, because this research goal is to study the

phenomenon of language in praise narrative. On the other hand, the researcher discussed two methods using the language theory proposed by Wolfson (1993) and Holmes (1988). In this case, the researcher used two theories to discuss the praise phenomenon and its response.

B. Research Instrument

By using qualitative descriptions, the researcher aimed to provide detailed information and make it easier for readers to understand the implications of the study. In this study, the researcher was the primary tool for data collection during the study. Therefore, in this study, the researcher needed several supporting tools, such as: recordings, conversation transcripts, collecting data, analyzing the data, and finalizing the findings of the study.

C. Data and Data Source

The data of this research was the utterances of compliments produced by teachers and the responding of compliments produced by students in teaching-learning activities at MEC (Masduqiyah English Club) class. The profiles of teachers in the MEC class used in this study were three teachers, namely two female teachers and one male teacher. The teachers were taken from outside the scope of Al-Masduqiyah. The teachers were originally based in Probolinggo, and they were also Javanese, but the teachers had expertise in English, all of the teachers graduated from the English department, which can be seen from their expertise in English. After completing their English education in college, the

teachers contributed to teach in the English field. Before the teachers had not yet studied at a university, they also resided and studied at a school which also required students to speak international languages (English and Arabic).

Further, Al-Masduqiyah students' profiles in the MEC class were selected students who wanted to contribute and deepen their knowledge of English. Although all students at the Al-Masduqiyah Islamic boarding school were required to speak English, there were also special classes to deepen their English. The majority of the members in the class were senior students, in the sense of students who have been living in Islamic boarding schools for a long time or can also be called students who were already at the high school level. There were 30 students in the class, of which there were male and female students. When in class during teaching and learning activities students were still required to speak English, and also when talking to teachers, students also speak English

The data source of this research was the recording of conversation utterances between English teachers and English students during the class activity that carried out at Al-Masduqiyah Islamic boarding school, located at Probolinggo. The class that was used in this research was the MEC, besides the class was an informal class held by the Al-Masduqiyah Islamic Boarding School, while the class only learned about English lessons also between teachers and students were required to communicate using English language in the class. This class was held from 14.30-16.30 WIB, and the MEC class was held on Monday, Tuesday, Wednesday. Therefore, the data was taken on April 11-25th, 2022.

D. Data Collection

The collection of data was a systematic production to obtain data on the research problem to be solved. The data collection of this research took several steps. The first step was the researcher came to the class and recorded the class activities. The second step was the researcher transcribed the conversation that contained a compliment and the response of English teachers and students in the class by writing the conversation in a document. The third was the researcher re-checked the transcript by reading while listening to the records. The fourth was the researcher selected and underlined the compliments and its responses that were found in the conversation.

E. Data Analysis

In analyzing the data, the researcher focused on examining types of compliments and their responses in teachers' and students' conversations, using Wolfson and Holmes' approach. The researcher applied it to an analysis by doing several parts. First, the researcher prepared and reviewed the data utterances that were conducted by teachers and students at Al-Masduqiyah Islamic Boarding School. Second, the researcher identified and classified the data utterances into two groups, those are compliment data utterances and compliment response data utterances.

Third, the researcher categorized and described compliments data utterances used by teachers into 4 types, personal appearance, possession, general ability, and specific act-ability according to Wolfson's (1993) approach, and also

found compliment response data utterances used by female and male English learners into 12 types, appreciation token, agreeing on utterances, qualifying utterances, return compliment, disagreement utterances, question accuracy, defiance the integrity, credit switch, informative comments, refusing, sequential avoidance, and ask for reassurance based on Holmes's theory (1988). Fourth, the researcher displayed the data findings based on 2 codes. Code 1 focused on discussing compliments, and code 2 focused on the type of compliment response. Furthermore, some of the data found in this study were contained in different appendixes, appendix A for compliment findings and appendix B for compliment response findings. Thus, these codes will ease for readers to understand the findings and discussion.

F. Data Triangulation

In this study, the researcher used triangulation techniques. Moleong (2011:330) states that triangulation is a technique that uses data validity that utilizes something else. Thus, triangulation techniques implied that the researcher used two or more data collection techniques to gain validity. The goal of triangulation is to increase the confidence and validity of the results. According to Raharjo (2010), four classes of techniques are in triangulation, as follows; (1) methodological triangulation is done by comparing data and information in different ways, (2) researcher triangulation is a method that uses multiple researchers for collecting and analyzing data, (3) source triangulation occurs when a researcher applies participants or multiple sources to obtain data sensibility in

source triangulation, (4) theoretical triangulation which implies that the researcher appeals to data findings with relevant theoretical perspectives. However, this research used observation, documentation, and note-taking techniques.

1. Observation

The observation that carried out in this study is by visiting a class to get data that contained an utterance of compliment from a teacher and a student's response on the compliment.

2. Documentation

Some documentations that are needed when doing this research, such as recording, listening, taking pictures. Naturally, each of this documentation produce evidence and data provide a broad view of the phenomenon to be studied,

3. Note Taking

Note-taking is a strategy that will be used to get the final results of the research, which uses the relevant theory. This strategy can also increase the depth of understanding of researchers on the results of data analysis that has been obtained.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussions. The findings and discussion are to answer the research questions. This study analyzes the compliment utterances that are uttered by the teacher based on Wolfson's (1993) theory and how the responses that will be expressed by English students based on Holmes's (1988) theory in teaching and learning activities. The findings discuss the following data that had been obtained when carrying out the research. The next section is a discussion based on the analysis of data findings.

A. Findings

The finding section in this study found 132 data which consist of 66 compliment and 66 compliment responses sentences. According to Wolfson's theory (1993), there are 2 compliment types, namely: the topic of appearance and the topic of ability. Therefore, this study found the compliment data utterances showing that there are 11 topics of appearance data and 55 topics of ability data spoken by the teacher to students during teaching and learning activities. The data collection of compliment utterances can be easily understood by making a table grouping the compliment data based on Wolfson's (1993) theory. The table is as follows:

table 4.1 is a table of words of compliment spoken by teachers at Al-Masduqiyah Islamic Boarding School

	Types of Compliment			
	Topic of Appearance		Topic of Ability	
	Personal Appearance	Possession	General ability	Specific act ability
Total	10	1	50	5
	11		55	

Further, according to Holmes's (1988) theory, there are 3 compliment response types, such; accept, ignore, and reject. The researcher also found 45 data for acceptance type, 16 data for ignoring type, and 5 data for rejection type on the speech of compliment response spoken by students when receiving a compliment.

The grouping of compliment response data can be seen in the table below:

4.2 table of compliment response words spoken by English students at Al-Masduqiyah Islamic Boarding School

	Types of Compliment Responses											
	Accept				Reject			Ignore				
	AT	AoU	QU	RC	DU	QA	DtI	CS	IC	R	SA	AfR
Total	31	9	3	2	1	4	0	5	5	3	2	1
	45				5			16				

Note:

AT: Appreciation Token

AoU: Agreeing on Utterance

QU: Qualifying Utterances

RC: Return Compliment

DU: Disagreement Utterances

QA: Question Accuracy

DtI: Defiance the Integrity of the Compliment

CS: Credit Switch

IC: Informative Comments

R: Refusing

SA: Sequential Avoidance

AfR: Ask for Reassurance

After analyzing the data that has been found in the words of delivering compliments carried out by the teacher, something happened to a student while making the teacher happy and amazed. It can make a teacher very excited when a teacher sees students can do a job as requested by the teacher. On the other hand,

the words in response to a compliment made by students also occur in various events, and many students respond to these compliments by receiving compliments from their teachers. It is also very good for students and can make students more excited.

The next section explains in detail what types of compliments are expressed by the teacher and how the students respond. In this part, this study shows and explains the various types of compliments and their responses to the data that the researcher has obtained.

1. Compliment

There are two compliments types used by the teacher as one of the participants in this study, namely the topic of appearance and the topic of ability. The following is a complete explanation of compliments spoken by the teacher to students:

a. Topic of Appearance

On the topic of appearance in an utterance of compliment occurred when a complementer praises something because it is interesting in matters relating to the appearance or personality of the interlocutor, means that a sense of wanting to praise the other person arises. The topic of appearance is divided into two parts, namely: personal appearance and possession. This personal appearance discusses the compliment that is praised about personal appearance, while this possession describes the type of compliment that concerns a person's possession.

According to the data that has been obtained by the researcher, there are 11 data categorized as types of appearance topics, which are divided into two

parts; 10 data on personal appearance and 1 data on possession. The following is a detailed explanation and example for each compliment category focusing on the topic of appearance based on the data that has been obtained.

1) Personal appearance

The definition of personal appearance in this compliment is a compliment that occurs because of the attraction attached to the person. The following is an example data that occurs in this type of personal appearance compliment;

Utterance 1.1:

Teacher: You look so happy and fresh today. I'm glad to see this.

Student: you too, ma'am.

Teacher: It means that you are ready for an English lesson, right?

Student: ready, ma'am.

The conversation above was one of the data obtained by the researcher during the research. The conversation occurred in the classroom when teaching and learning activities take place. The conversation occurred on April 18th, 2022. The participants in the conversation were student and teacher, the students were members of MEC class and the teacher is Mrs. Jennifer. The interaction spoken by the teacher occurs at the front of the classroom which will be used as a place for the teaching and learning activities to take place. The teacher was very excited to go to the class, but when the teacher was in front of the class, suddenly the teacher seen that the students looked very happy and excited to learn together. From this incident, the teacher accidentally or spontaneously praised the student who looked very happy and fresh.

Therefore, the conversation of compliment with the type above was an example of a personal appearance topic because a facial expression that looks

very happy and fresh is included in a personal appearance. Focusing on the words "*Happy and Fresh*" in the conversation, it can be seen that the praise given by the teacher contains a continuous meaning with an appearance. Appearance which was related to students' facial expressions. In addition, the above analysis equation is also found in the data 1.3, 1.8, 1.9, and 1.10 (see appendix A).

In addition, the data of 1.2, 1.4, 1.5, 1.6, and 1.7 (see appendix A), also describe a compliment related to an appearance. However, there were the difference of the data describing facial-related compliments was that the compliment does not include an appearance in the face, but rather appreciates the appearance that was being done, such as in terms of appreciating the information that the student conveys and it contains a great benefit for the recipient or appreciating a compliment while the recipient's actions have a positive effect on the speaker of the compliment.

In summary, the use of this personal appearance type was used to appreciate something new, can appreciate someone's strengths in appearance, advantages over faces that look more attractive than others, and can also be used as a tool to appreciate an action taken. The whole point was to have an alternative in complimenting an act of appreciating something.

2) Possession

This type of possession in the discussion of complement was a compliment that occurs because the complimenter wants praise that involves a personal possession and that is also common in social interactions. The following was an example of a compliment of possession used by teachers in this research.

Utterance 1.11:

Teacher: How about your new uniform? It is very to wear, right?

Student: It is very comfortable clothes, ma'am.

Teacher: Wow, you look prettier with your new uniform, looks like your sister

Student: It's also thanks to you that you have chosen a very nice uniform for us, ma'am.

The conversation above took place in the classroom, at the beginning of starting teaching and learning activities. The conversation occurred on April 19th, 2022. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher is Mr. Jhon. In the past few days, the students just received new uniforms. Later that day, the students had just put on their uniforms. The appearance of a complement in the conversation was because there was something new that looks beautiful, thus making the teacher praised those who look more beautiful by wearing these clothes, and it turned out that it's all thanks to the teacher's choice of choosing a nice uniform for the students, with the result that the students look more beautiful.

The conversation was a proprietary type of compliment because this type describes personal ownership. The private property of a teacher who said that the student wearing the new uniform looked prettier, thus looking like his older sister. The correlation of ownership between brother and sister means the type of possession compliment. The word that showed possession in the conversation above is "*your*", which of the words explains that possession denotes a compliment that contains the possession type. In addition, if there was no word or phrase that describes ownership in the conversation, it cannot be included in the possession category. In the possession type section in this study was found only

one data, which in the appendix section was marked with the code 1.11 (see appendix A).

Overall, this type of possession complement was used to praise a person's merits by equating the recipient with their possession. This possession contained only a compliment related to the possession of the recipient of the compliment. Therefore, a compliment that involved associating it with possession, was a possession-type compliment.

b. Topic of Ability

The point of ability in the speech of this compliment usually occurs when a complimenter praises someone because they want to appreciate a talent possessed by the recipient of the compliment. Further, a sense of wanting to praise the other person arises. The topic of this ability is divided into two parts, namely: general abilities and special action abilities. This general ability discusses a compliment praising a person's talent which is categorized as a general ability, while this special ability describes the talent of action in certain situations and conditions. According to the data that has been obtained by the researcher, 54 data are categorized as types of ability topics, which are divided into two parts, namely; 50 data of general ability and 4 data of specific action ability. The following is a detailed explanation and example of each category of compliment for the topic of ability based on the data that has been obtained.

1) General Ability

The definition of general ability in this compliment was a speech of compliment that occurs because of an excess in a general talent which is included

in the talent of skills, creativity, and taste of someone who categorizes general abilities. The following was an example of data that belongs to this type of general ability.

Utterance 1.12:

Teacher: I will review the audio that you have sent me.

Student: Sure, ma'am.

Teacher: You did it well, it is perfect. I like the way you tell your experience and also the way you respond to the question. Good job!

Student: I will give my best, ma'am.

The conversation above occurred during teaching and learning activities when the teacher instructs students to do an assignment, which includes an audio recording of a conversation between two students in pairs. The conversation occurred on April 13rd, 2022. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher was Mrs. Elizabeth. The teacher gave time for the students to do the assignment, and the students do the assignment in class. After completing the order, the student sends the recorded conversation to the teacher and the teacher corrects the assignments one by one.

After listening to some audio conversations from the students' assignments, the teacher was very excited and very happy because the assignments given to the students were done very well, and it was in line with the teacher's expectations. This incident made the teacher happy because the results of students' assignments were very good. The teacher spontaneously immediately praised the students by saying that the work they did was very good. The teacher also liked the audio recording of the student's assignments, because the delivery of

students in conveying and telling an experience is conveyed. Not only that, but the teacher also liked how they communicate in the audio and how (student a) answers agilely and accurately to the questions posed by the interlocutor (student b).

Based on the conversation above, in the context of the compliment spoken by the teacher, it is included in the type of compliment that was a general ability. The context of the teacher praising the student included a compliment caused by praising something related to personal talents. The talent listed in the conversation was talent in the ingenuity of students who can tell their experiences, and present their questions correctly and clearly.

The same data describing general abilities as explained above are found in data 1.13, 1.14, 1.15,... 1.61 (see Appendix A), where the praises were caused by the actions of students who showed the talent, but the talent was referred to as a general talent, which students can do, usually the teacher also praises student by using the words "*good job*", "*good answer*", "*great*", and so on.

On the whole, a compliment related to the talent that everyone can do was a general ability type of praise. An example of general ability that often occurred in teaching and learning activities was when the teacher orders the students to read the story in the book, and then the student read according to the teacher's orders, even though this student did not read in a good voice or with good pronunciation but wanted to take action. Therefore, the praise given by the teacher to students includes general ability which aims to appreciate the actions that have been taken by students.

2) Specific-act Ability

The definition of the word specific-act-ability complement is to explain the specific-act ability in certain situations and conditions, including the ability of certain actions. Special abilities contain all specific actions in certain situations. The following is an example of conversational data obtained by the researcher.

Utterance 1.62:

Teacher: Does anyone know what news is happening right now?

Student: (answer the question)

Teacher: That's good. It means that you like reading, right?

Student: Yes, I do.

The conversation above occurred when teaching and learning activities take place. The conversation occurred on April 11st, 2022. The participants in the conversation were the teacher and the student, the students were members of MEC class and the teacher was Mrs. Jennifer. The conversation started while the teacher explained various kinds of news. The teacher gave it to the students, and asked if any of them have any questions or know about what news was happening at this time. After the teacher asked the question, one of the students answered the question. The student answered it with the knowledge he currently had, and it turned out that the answer proposed by the student was correct. In addition, from the answers given by the students, the teacher praises the students by stating that what has been conveyed by the students is the correct answer. Not only that, but the teacher also praised the students by thinking that the students seemed to like reading so their knowledge increased.

Based on the statement above, it showed that the conversation includes a conversation that contains a specific-act ability type of compliment, in which the

words of compliment have specific in the action. The point was explained that the student who answered the teacher's question can give a good and correct answer. The teacher praised the student because the student is able to answer the question because the student liked reading, the act of reading raises a specific action.

In the conversation above, it can be said from the word "*like reading*" that students who got praise from the teacher have a more specific talent than other students. However, in a conversation there were no words or sentences that contain an element of talent in the student's personal or can be called a specific talent possessed by the student means that the conversation above is not called a specific type of compliment. In the data described above 1.62 (see Appendix A), Praise was delivered by the teacher in a question, but the data 1.63, 1.64, 1.65 and 1.66 (see Appendix A) also describe compliments that contain special abilities with statements.

Another example was the ability to act specifically which contains words of praise that contain an Islamic context.

Utterance 1.64:

Teacher: Does anyone want to lead for reading Al-Fatihah prayer to open today's learning activities?

Student: Me, ma'am. (*reading the prayer*)

Teacher: *MasyaAllah*, your voice is very nice.

Student: Thank you, ma'am.

The conversation above occurred during teaching and learning activities. The participants in the activity were teachers and students, the students were the member of MEC class and the teacher is Mrs. Atika Malika. The conversation activity took place on April 20th, 2022. The conversation activity above occurred

at the beginning of the teaching and learning activities that will take place. At that time, to start teaching and learning activities the teacher ordered students to read the prayer together, and then the teacher took the initiative to order one of the students to lead the reading of the prayer together. After the teacher said the order for the students to lead the reading of prayers, one of the students ventured to be the leader in reading prayers. The prayer reading went smoothly. When the prayer was recited, the voice of the prayer leader sounded very melodious, it made the listener feel comfortable when listening to the prayer.

When the prayer reading procession was over, the teacher thanked the prayer leader, and the teacher also praised the student who led the prayer because the voice was very melodious. The teacher praises the students by saying "*MashaAllah*". The focus on the word "*MashaAllah*" spoken by the teacher to the student is the meaning of praise in an Islamic context, which can be interpreted as a compliment containing good words. Moreover, in the conversation above, it can be concluded from the word "*your voice is very nice*" indicates that students who get praise from the teacher have a talent for having a good voice, which is a more specific talent than other students. It is known that having a melodious voice will not be owned by everyone, certainly only certain people, or those who practice their voice.

However, when in a conversation there were no words or sentences that contain an element of talent in the student's personal or can be called a specific talent possessed by the student, then the above conversation was not called a specific type of compliment. Compliment sentences in the form of the example

above only occur once in teaching and learning activities in the MEC class, the data in this study is presented in data 1.64, (see appendix A).

Overall, this type of specific action ability praise described praise given by the teacher to students who have more specific talents, or talents compared to other students. Therefore, when there were utterances of praise that include a specific talent, it includes a certain type of praise for the ability of action.

2. Compliment Responses

There are three types of compliment responses used by students as one of the participants in this study, namely accepting, ignoring, and rejecting. The following is a complete explanation of compliment responses spoken by the students to the teachers'.

a. Accept

The type of "accept" describes the occurrence of a compliment response utterance when the recipient feels suitable and happy with a compliment expressed. Type of response to praise "accept" the recipient responds such as with the word "thanks" or with a smile. From the total results of this study, many students feel more confident in class, and it can be found in the compliment that is spoken.

The "accept" type of compliment response consists of four categories such as appreciation token, agreeing on utterance, qualifying utterance, and return compliment. Each type has its meaning. The researcher found 44 data belonging to the "accept" type, which type also has its division. Namely: 30 data of appreciation tokens, 9 data of agreeing on utterances, 3 data of qualifying

utterances, and 2 data of return the compliment. The following is a detailed explanation and example of each category of compliment responses based on the data that has been obtained.

1) Appreciation Token

An appreciation token is a response in the form of appreciation expressed by the recipient. The recipient of the compliment praises the compliment because the student feels to deserves the compliment. In addition, this type of token appreciation often occurs only with a short response in the form of a compliment, for example by saying “*thank you*” or “*just smiling*” as a sign that has received the compliment. The following is an example of conversational data that has been obtained by this research.

Utterance 2.1:

Teacher: Okay, anyone would like to share the answer to question number 1?

Student: me, ma'am.

Teacher: okay Irfan, please.

Student: (answer the question) **Linda, Ekky, and Bagas were involved in the dialogue.*

Teacher: Very good, Irfan.

Student: thank you, ma'am.

The conversation above occurred in teaching and learning activities when it takes place. The conversation occurred on April 11st, 2022. The participants in the conversation were the teacher and the student, the students were members of MEC class and the teacher was Mrs. Jennifer. The incident of compliment and its response began while a teacher gave assignments to students, and they discussed the task simultaneously. However, the teacher's job in the discussion activity was to act as a mentor. The teacher starts by asking students if there was one student who only wants to answer the first question. There was one student who picked up

and offered to share the best answer in front of the class. The teacher invited the student to answer. After the student answered, the teacher praised the student by saying that the answer expressed by the student is true and correct. Moreover, the response expressed by the students was to praise the teacher by saying thank you, ma'am.

The student was very happy because they had given a very precise answer. Therefore, another student was involved with the actions of the student who answers the answer first. The other students also began to prepare themselves so that they also had the opportunity to share their answers. In that way, the teacher feels very happy and very excited to continue his teaching and learning activities. Likewise, students are excited and compete, but for the opportunity to share their best answers in front of their friends. Therefore, a compliment response that occurs in the conversation above is included in the token appreciation type of compliment response, in which the student responded to the teacher for praise by answering *thanks* for the praise given by the teacher.

The same data as the analysis above is also found in data 2.3, 2.4, 2.5, 2.6, 2.13, 2.16, 2.17, 2.18, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.27, 2.29, (see appendix B), which the data above also discussed about how students respond to praise from the teacher by appreciating a compliment by saying "thank you". On the other hand, the data 2.2, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.14, 2.15, 2.19, 2.26, 2.28, 2.30, (see appendix B) describe the response to praise that contains appreciation in the form of a body movement, namely by giving a smile and nodded, not only that but the students also responded with applause which meant appreciation.

In conclusion, a compliment response in the form of an acceptance was an appreciation token type of praise. The way to appreciate what was obtained in this study was by saying "*thank you*" and a body movement, for example with "*smile*". Therefore, receiving praise can not only be done by responding to the compliment with words but also being able to receive the compliment by waiting for gestures that have a positive impact on the recipient.

2) Agreeing on Utterance

Agreeing on Utterance is a compliment response in the form of a statement of approval that the recipient of the complement uttered by the utterance of compliment. It also makes it clear that the complement agrees the compliment is received because the recipient feels comfortable with the compliment. The following is an example of conversational data that has been obtained by this research.

Utterance 2.31:

Teacher: where are Indra and Dyah? They haven't come yet or are absent?

Student: They are outside, ma'am. They came late.

Teacher: Thank you, Tina, for your information. I hope they will join us soon. So they won't miss the lesson.

Student: We agree with you, ma'am.

The conversation above occurred in the classroom when teaching and learning activities take place. The conversation occurred on April 11st, 2022. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher was Mrs. Jennifer. The incident occurred at the beginning of the teaching and learning activities. As usual, the teacher always checked the student before starting the lesson. At that time, the teacher had started to attend a student meeting by calling the student's

name one by one and the students noted by raising their hand. After reading the absences, it turned out that there were two students who did not come to the class. Then the teacher asked the students if maybe one of them knew the whereabouts of their 2 friends who had not attended class. After the teacher asked, there was one student named Tina who knew the whereabouts of her friend. Tina answered the teacher by stating that the two friends would attend class today, but they would both be late for class that day. The teacher also responded and replied that it doesn't matter if they are both late to enter the class, the most important thing was that they can participate in teaching and learning activities so they won't miss the learning material taught by the teacher.

The interaction of compliment and its responses that occurred in the conversation above was caused by one of the students knowing the existence of their friends who didn't come to the class and answering the teacher's questions. The teacher thanked the student for giving the information to the teacher. Not only that, but the teacher also gives good news to students who are late so that they can come quickly and participate in learning activities. From these expectations, there was a response of compliment spoken by students, namely by agreeing with the expectations spoken by the teacher. Therefore, the compliment response above was included in the type of approving compliment response because in the student's response there was an agreement conveyed by the recipient of the compliment.

Focusing on the word "*agree*" in the sentence shows that students receive praise from the teacher by showing an agreement with the praise expressed by the

teacher. There was no word that can indicate that the student agrees with the praise, and the response is not included in the agreeing on utterances type of praise response. The same data in the explanation of the analysis above can also be seen in data 2.32, 2.33, 2.34, 2.35, 2.36, 2.37, 2.38, and 2.39, (see appendix B), the data also described a response to praise in approving praise spoken by the teacher.

In conclusion, an acceptance of a compliment response in the form of approval was a type of compliment response agreeing on utterances. The agreement was in the form of a sentence or word which indicates that the recipient of the complement accepts and approves of the praise received, because the recipient of the compliment felt comfortable with the compliment, thus making the recipient agree with the compliment.

3) Qualifying Utterance

The compliment response is characterized by someone's actions after receiving a compliment. However, it does not mean that research participants do not refuse but the participants are answered by using verbal responses such as downgrades and questions. Fighting or qualifying speech is when preparing to overcome one's strengths or defeat an addiction. The following is an example of conversational data obtained from this research.

Utterance 2.40:

Teacher: And for all of you thank you very much. I'm really satisfied with your achievement in this lesson.

Student: We are also really happy and enjoy this class, aren't we ma'am.

The conversation above occurred in the classroom during teaching and learning activities. The conversation occurred on April 18th, 2022. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher was Mrs. Jennifer. The incident occurred at the end of the final session in teaching and learning activities. In addition, the teacher started the class by ensuring all students understood the explanation that had been explained by the teacher and none of the students didn't understand it. After asking if the students have understood the lesson that has been taught, the teacher did not forget to thank the students that they have enjoyed the class and they have made a good contribution to the teacher so that the teacher felt happy.

When the teacher has stated that the teacher was very satisfied with what the students achieved in the class, a response was given by the students. Students respond to the teacher's compliment, students also respond by clarifying something and saying if the statement was true or not. It doesn't mean that the student rejects the compliment, but the student accepts the compliment. The student's response was only to ascertain what praise was spoken for the intended recipient. Therefore, the conversation above was part of the type of compliment response that falls into the category of qualifying speech which causes the compliment to still qualify the recipient's compliment or not.

In the conversation above, it focuses on the word "*we are also really happy and enjoy...*" which in that phrase explained that the student received the praise. The student received the praise by responding in a clarifying manner to the

praise. Students didn't receive the praise by receiving the praise directly, but students respond in a different way. The data that were in accordance with the data analysis above is also found in data 2.41, and 2.42, (see appendix B), which also describe a student's response to receiving praise by qualifying the praise.

In conclusion, an acceptance in the response to praise can also be said in the form of qualifying the utterances obtained. In addition, the compliment was accepted but with clarifying praise. However, with the response actions delivered, it does not mean that students do not receive praise, even students receive them by responding using different speeches.

4) Return Compliment

Returning a compliment to the recipient means that they do the same thing to another person as that person has done to them. Perhaps the compliment may have something in common with the recipient. The following is an example of conversational data that has been obtained by this research.

Utterance 2.43:

Teacher: How about your new uniform? It is very to wear, right?

Student: It is very comfortable clothes, ma'am.

Teacher: Wow, you look prettier with your new uniform

Student: It's also thanks to you that you have chosen a very nice uniform for us, ma'am.

The conversation occurred in teaching and learning activities. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher was Mr. Jhon. The conversation occurred on April 19th, 2022. The conversation above began when the teacher asked the students, how about the new uniforms they were wearing,

and whether the students felt comfortable with their new uniforms or not. Students answered that the uniforms used by students were very comfortable. This incident happened because in wanting to start learning, the teacher saw someone interacting with the students, it looked very beautiful and attractive. The teacher praised the students by starting to ask them a question. The students stated that the uniforms they wore were very comfortable to wear, and the teacher stated that the students looked more beautiful with the new uniforms.

After the teacher praised the students, there was a response of compliment expressed by the students to the teacher, they responded with the compliment. They didn't only take it for granted, but the students also praised the teacher back, because they could look more attractive in their new uniforms all thanks to the teacher, while the teacher who has chosen a very beautiful uniform for the students. Therefore, the compliment response in the sentence above was a type of compliment response that returns a compliment, because of the praise given by students to the teacher.

Focusing on the phrase "*it's also thanks to you..*", means that students look more comfortable in their new uniforms, thanks to the teacher who has chosen the best uniform for their students. The phrase also shows that students receive the praise said by the teacher, but students also respond by giving praise back to the teacher who has praised the students first. Similarity to the data above is also found in data 2.42 (see appendix B), which was also a compliment response that responds by giving compliments back to the speaker of the compliment.

In conclusion, an acceptance of a compliment that was received by conveying a compliment back to the speaker of the compliment was a return type of compliment. Students responding using this type did not mean students reject the praise they got, but students respond by conveying a compliment back to the teacher who has praised them.

b. Ignore

The ignore type is one of the slightly interesting types, in which the recipient of the ignoring type compliment tries to accept the compliment but in various ways, such as: avoiding acknowledging that student received a positive compliment or also by diverting or rejecting the compliment elsewhere. This type of neglect can be elicited by providing a semantically relevant response only to find a positive effect on the compliment, or sometimes because the recipient of the compliment is less interested in the complement causing the recipient to change the subject. Furthermore, in this study, the recipients of compliments which included using the ignore type did not mean to dislike or hate the compliment, but maybe the recipient just wanted to avoid the compliment.

The related data that will be used in this study are the complement of the English teacher and the student's response to compliments at the Al-Masduqiyah Islamic Boarding School. According to Holmes (1988), the type of ignoring in the discussion of compliment response is categorized into five parts, such as credit switch, informative comments, rejection, sequential avoidance, and asking for guarantees. The researcher found 16 data related to the ignore type, which is divided into five parts, namely: 5 data of credit switch, 5 data of informative

comment, 3 data of refusing, 2 data of avoidance sequential, and 1 data of confirmation request. The following is a more complete explanation of the compliment response to each type of compliment.

1) Credit Switch

Credit switch is the approach used by the same credit recipients to give a credit to someone other than themselves. Sometimes, they turn to praise the speakers. Usually, recipients switch when they think they don't deserve the compliment. The following is an example of credit switch type data found by the researcher.

Utterance 2.45:

Teacher: Is there anyone who wants to answer number 5?

Student: May I try, ma'am?

Teacher: of course

Student: I think what the sentences mean is that the proposal has already finished,
Am I right, ma'am?

Teacher: Yes, you have a wonderful word.

Student: my words are still far from perfect, ma'am.

Teacher: No problem.

The conversation above took place in the classroom during teaching and learning activities. The conversation occurred on April 11st, 2022. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher was Mrs. Jennifer. The incident in the conversation began with the teacher allowing students to answer question number five that had been given by the teacher. Then there was one student who raised it and the student asked permission for answering, the student said "can I try to answer the question, ma'am?", The teacher was happy to allow him to answer the question. The student answers the question with confidence, and the student

answers it based on his opinion. After the student answered, the teacher immediately praised the student because the answer was forwarded by the student was very good and conveyed in very neat and precise words. But after the student received a compliment from the teacher, the student did not respond to the compliment positively. The student answered the teacher's compliment with a sentence by stating what the student said using words that were still far from a perfect answer.

Therefore, the conversation above was one example of a compliment response that includes the credit switch section, which explained that the recipient of the compliment did not accept the compliment taught by the teacher, but the compliment was received above with an evasive rejection response that the student stated if the answer was not perfect.

Focusing on the phrase "*my word still far..*", explained that students respond to the praise expressed by the teacher with a refusal. The student did not accept the compliment, but the student ignored the compliment by stating that the answer given to the teacher was not perfect. The data with the analysis above were also found in data 2.46, 2.47, 2.48, and 2.49 (see appendix B), also explaining a praise response expressed by students using an ignoring.

In conclusion, responding to praise did not always have to be accepted, but can also be avoided. This section explains that the response to praise was expressed to avoid a compliment. Based on the data obtained, namely the avoidance by conveying evasion from a statement that has been submitted, it can

also respond to a statement stating that the student only conveyed what the student knows, and also responds by stating what the teacher knows was more perfect than the other student, that's the rejection response obtained in this study.

2) Informative Comment

Informative comments are commendable responses that are relevant information for compliment. This happens to give the speaker additional details about the compliment that the speaker forgets about the compliment for the recipient. The following is an example of informative data type comments found by researchers.

Utterance 2.50:

Student: (answer the question)

Teacher: Well, that's exactly what I want, you are great.

Student: I learned from my mistake, thank you, sir.

The conversation above occurred in the classroom during teaching and learning activities. The conversation occurred on April 20th, 2022. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher is Mrs. Elizabeth. The conversation occurred because it started from activities in the class where the activities contained assignments given by the teacher. When discussing the correct answers to the questions the teacher was ordered to contribute to answering these questions. Then one of the students tried to get up the courage to answer the question. After answering the teacher's question, the answer was the right answer desired by the teacher. The teacher praised the student by stating that the student was very great for daring to answer questions correctly. The student also received

the compliment but did not receive the compliment in a positive way, but the student received the compliment by avoiding it. The student avoided the teacher's praise by stating the information in the comments that the student can answer the question correctly because the student learned from his mistakes yesterday.

Therefore, the conversation above in a compliment response uttered by students includes the type of informative compliment response. Comments that explained how the recipient of the complement responds to the compliment by praising the compliment continue to be carried out utilizing providing comments containing information, hoping that the words will be spoken.

Focusing on the sentence "*I learned it from my mistake..*", it was known that a response expressed by the student was a response of compliment in the form of avoidance. Avoidance made by students was by stating a comment that contains more information that aims to avoid further praise. The data analysis above was also the same as data 2.51, 2.52, 2.53, and 2.54 (see appendix B), which contained a response to praise by adding comments in the form of information.

In conclusion, getting a compliment did not always have to be taken for granted. Sometimes, it respond to compliments by avoiding them. Based on the data obtained in this study, there are also many praise responses by avoiding, and the avoidance can also be done by commenting on the addition of information to the teacher's praise, and it also made the teacher not continue the compliment that the teacher previously conveyed. This avoidance response did not mean students

reject the praise they get, but students only feel uncomfortable with the praise that the teacher conveys and students ignore the praise.

3) Refusing

Refusing means the complement recipient changes the subject when receiving a compliment. This avoidance can be demonstrated by providing a diversion from the discussion. It ignores the good effects shown by praise or when it is done unsatisfactorily by a skillful conversation to answer the ignorance compliments and divert the topic. Concerning the "ignore" response, although it is not so obvious an avoidance or evasion by the recipient, there is a small group of compliments in which the complementary speaker gives the recipient by following the compliment with other words that allow the recipient to avoid it. The following is an example of a rejection type of praise response data that has been found by researcher in this study.

Utterance 2.55:

Student: (giving her opinion)

Teacher: sounds great!

Student: I'm not the best one, sir.

The conversation above took place in the classroom in a situation of teaching and learning activities. The conversation occurred on April 20th, 2022. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher is Mrs. Elizabeth. The conversation above occurred during the learning activity, where the lesson discussed a topic of discussion that issued an opinion. In the event above, there was one student who proposed himself to give his opinion in the class. The

teacher also allowed him to express his opinion. The student immediately expressed his opinion, then after finishing adding his opinion the teacher sounded very proud, the teacher spontaneously praised him by stating that what the student said sounded very great. After the compliment is spoken by the teacher, the student also accepts the compliment, but he will receive it by avoiding the compliment conveyed by the narrative. The student avoided the compliment and he completely dodged and rejected the compliment, but the student rejected it by stating that he was not the best in the rest of the class.

Therefore, the conversation above in terms of delivering a response of praise delivered by the student in response to the compliment given by the teacher contains the type of praise response that is rejected, which means that the compliment responses contain avoidance of complement in the form of an utterance of compliment. But the utterance does not mean that the student does not receive the compliment, the student accepts but the student accepts it by avoiding and answering the words of the compliment.

Focusing on the sentence "*I am not the best one*", it can be concluded that the sentence is a rejection sentence. In this section, describe a compliment response that contains a statement of avoidance. Avoidance is done by the recipient of the compliment, namely by refusing the praise received. Based on the analysis above, this data has similarities with the data in 2.56, and 2.57 (see appendix B), which contains an avoidance of a compliment response in the form of rejection.

In conclusion, the response to a compliment delivered with an ignoring has a variety of ways. In this data, the avoidance is by using a rejection statement. The refusal occurred because students did not want to accept the praise given by the teacher, but the students rejected the praise because they felt it did not match the praise they received. Students feel it's too over for students to get the praise.

4) Sequential Avoidance

Sequential avoidance is a reaction exhibited in the following utterance. It allows the listener to avoid responding to a compliment. Legitimate avoidance also occurs when the recipient asks the praise speaker to restate the compliment in some way. The goal is for politeness to prevent the recipient of the compliment from receiving the compliment, but the recipient does not want to refuse it. This is a strategy if it sounds like questioning the sincerity or veracity of the speaker. The following is an example of sequential avoidance-type praise response data that has been found by researchers in this study.

Utterance 2.58:

Student: (showing the talk show)

Teacher: It's fantastic! give applause

Student: (applause) sorry if there are mistakes in showing the talk show, ma'am.

The conversation above occurred during teaching and learning activities. The conversation occurred on April 18th, 2022. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher was Mrs. Jennifer. The conversation above occurred during a learning activity in the classroom where they were carrying out activities that included all students, in which students had to find a partner to be able to

participate in the activities to be carried out. If you have found a partner for this activity, students can carry out these activities. There was a compliment said by the teacher because the students did a very interesting conversation performance, so the teacher praised the appearance by saying that the performance was fantastic. The student also responded to the compliment with valid or reasonable proof, the student responded by saying that the student apologized for the unfavorable mistake in his appearance in the conversation.

Focusing on the word “*sorry*”, the word represents a response that given by the student to the teacher. It explained that the student ignored the teacher's praise because the student felt that didn't do a good showing, but the other students also did the same. Moreover, the student realized that a good showing was not only done by him, therefore the student responded to the compliment by evading and uttering an apology statement. Avoidance type is not only done by expressing an apology, but also by stating that what the student is doing is not perfect or not optimal, and can also be called a statement of praise that the teacher says is not true. The same data with the above analysis is also found in data 2.59 (see appendix B).

Therefore, in the conversation above, there is a compliment that explains how a response that doesn't just accept the compliment but will respond to that compliment as well with the compliment in the form of giving a reasonable proof so that it can praise the compliment does not continue the pronunciation of the compliment again.

5) Ask for Reassurance

A request for reassurance is when the recipient of a complementary question compliments the speaker. The recipient of the complement asks the truth about the praise for the speaker. The following is an example of praise response data about Ask for reassurance that has been obtained by researcher in this study.

Utterance 2.60:

Teacher: Is it okay?

Student: I'm not sure with my sentence are right or not

Teacher: don't worry. I'm sure you did it well

Student: really ma'am?

The conversation above took place in the classroom during teaching and learning activities. The conversation occurred on April 13rd, 2022. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher was Mrs. Elizabeth. The conversation above occurred during teaching and learning activities that discussed questions and answers, in which the teacher invited students to convey their respective answers and perceptions. In the conversation, the student stated that the student wanted to answer but the student doubted that the sentence structure used to speak was not correct, so he was embarrassed to say it. However, the teacher still supports students to speak even though the speaking is not precise, the most important thing is that the answer conveyed can be understood. The teacher also praised and convinced the student could do it, the teacher said that he certainly could, and the student also responds to the praise well but will respond to the student also avoiding the compliment. The student avoids it by asking a question that can confirm whether the compliment is right for the student.

Focusing on the word "*really?*", describes a compliment response in the form of avoidance by stating a question. Responding to compliments by giving the speaker back a compliment by asking a question is not wrong. Everyone has the right to choose whether the praise received matches the actions that have been acceptable. Not everyone can take compliments. In this case, stating that responding to praise can also be said by answering to get clarification in the form of a question. In this research, the explanations above were only found at one moment, namely what was explained in data point 2.60 (see appendix B).

Therefore, the conversation that contains a compliment response above is an example of asking for a reassurance-type response. The response to the compliment uttered by the student in the conversation indicates that the student accepts the compliment with a response containing an avoidance of the compliment. Avoidance made by the student by stating a question to the speech of praise which aims to stop or avoid the compliment.

c. Reject

Rejection type is a type of compliment response which means that do not receive a compliment. Rejecting a compliment that occurs because the recipient of the compliment feels that the compliment is less comfortable and the compliment that is said to the recipient does not deserve him. Therefore, the recipient of the compliment does not want the compliment for himself, moreover, the recipient rejects the compliment.

The type of rejection in the response to praise is divided into three parts, namely; disagreement utterances, question accuracy, and defiance of the integrity

of the compliment. The researcher found 5 types of rejecting data in this study, namely: 1 data of disagreement utterance, and 4 data of question accuracy. However, in this study, there were no data examples of reject-type praise responses which were included in the category of defiance to the integrity of the compliment. For the discussion of the type of rejection compliment, a response will only discuss the 2 categories of rejection that have data in this study.

1) Disagreement Utterances

Expression of disapproval occurs when the recipient of the compliment disagrees with the speech of the praise speaker and rejects the compliment. In this section, there is only 1 data on praise responses in this study. The following is an example of data found by researcher.

Utterance 2.61:

Teacher: Sure, what do you want to ask, Tina?

Student: What is the difference between present perfect and past simple, ma'am?

Teacher: good question

Student: My friend is also confused about it, ma'am.

The conversation above occurred in the classroom when teaching and learning activities were carried out. The conversation occurred on April 12nd, 2022. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher is Mr. Jhon. The incident above occurred during a discussion activity in the classroom where the teacher was discussing the basic tenses in English lessons. Then the teacher convinces all students, whether all of them have understood what the teacher explained earlier. There was one student who raised her hand and said that she wanted to ask something to the teacher. The teacher allowed her to ask. After

conveying the question, the teacher states and praises the student, which is a question. But the students did not refuse to accept the praise. The student responds to the praise by refusing the praise given by the teacher. The student said by stating that many of her friends were confused about the explanation.

In the conversation above, focusing on the word "*confused*", stated that students who received praise from the teacher rejected the praise by providing new information that other students did not understand the explanation obtained. Students who get praise feel they don't deserve praise from the teacher, further students refuse. The data obtained in this discussion is only one data, namely data 2.61 (see appendix B), which focuses on a compliment response that contains an utterance of disagreement. The rejection looks uncomfortable to observe because in the context of the teacher being rejected by students it looks impolite, but students can convey their responses well so that the teacher does not object to the response of students who refuse praise from the teacher.

Therefore, the conversation above contains a response to praise which belongs to the type of disagreement, which is about an announcement that occurs because of a disagreement with the compliment that is given that the recipient of the complement does not accept the compliment.

2) Question Accuracy

The accuracy of the question occurs when the complement recipient questions a sincere compliment and rejects it. The recipient does not feel comfortable about the compliment from the speaker. The following is an example of data found by researchers at the time of the study.

Utterance 2.62:

Teacher: Please, write the answer on the whiteboard.

Student: yes ma'am

Teacher: wow your writing is very good

Student: Is this clear enough, ma'am?

Teacher: yes of course.

The conversation above occurred in the classroom during teaching and learning activities. The conversation occurred on April 19th, 2022. The participants in the conversation above were the teacher and the student, the students were members of MEC class and the teacher was Mr. Jhon. At that time, the teacher ordered the students to write the students' answers on the whiteboard in front of them. There was the first student who came forward and wrote the answer in front. After the student answered in front of the teacher, the teacher praised the student spontaneously because the writing the student wrote on the whiteboard looked very good, but the student would dodge and reject the compliment. This is done by students by asking questions to the teacher, the questions he wants to make sure that the writing written by students is visible or not. That way the teacher will not continue to praise this student.

The statement uttered by the student is by stating "*is this clear enough?*" It was explained that the statement included a rejection response made by the student. Rejecting a compliment that has been conveyed by the teacher to the student is impossible if the student rejects it by directly avoiding the teacher who has just praised. Besides, the alternative to not receiving the compliment is to respond well to the compliment that has been conveyed even though it is a statement in the form of rejection. The refusal expressed by the students was by giving a question to the teacher, to clarify whether the statement of praise that had

been conveyed was true purely for the excess of the actions the students had taken. The same data as the analysis above also occurs in data 2.63, 2.64, and 2.65 (see appendix B), both of which explain a rejection response to a compliment that asks a question to the complimenter.

Therefore, the conversation above includes an example of compliment response data of accuracy question type, which discusses how to respond to praise by including the question. The same as conversations and statements conveyed by students. A refusal did not provide a response that contains a question, it means it is not included in a question accuracy type of compliment response.

In conclusion, as discussed above, there are many types of compliment and compliment responses found by researchers, of which almost every type gets an example from data obtained at the Al-Masduqiyah Islamic Boarding School. After discussing the findings on the use of the word complement and response to a compliment, this study also aims to explore how students respond to compliments and are expressed by the teacher, where the student used as the subject of this research is a student who lives in an Islamic boarding school.

B. Discussion

The findings described in the previous paragraph are getting an utterance of compliment and speeches of compliment responses. In addition, there are several oppositions and similarities between the findings and previous research. The following is a more complete explanation of opposition and equality.

1. Types of compliments are used by English teachers at Al-Masduqiyah Islamic Boarding School

This part discusses the speech of compliment. This research is similar to the research conducted by Krisdayanta (2019), which explains the usefulness of compliments. Both Krisdayanta (2019) and Wolfson (1993) state that the use of compliments is sometimes considered a way to establish communication. It is a speaker's expression of a positive stance toward some referent attributable to her/his addressed recipient. On the other hand, compliments can also be used as an alternative opening for communication. It is able to function as a greeting. The purpose of a compliment response is to continue the conversation. According to Wolfson (1993), compliment is an alternative to the former, a solidarity between speaker and receiver. Even when the interlocutors have just met for the first time. Similar to the research conducted by Krisdayanta (2019), it also explained that compliments are often used to appreciate something new. Therefore, it can also be used to reestablish a relationship between two people who have not seen each other for a long time. In the discussion of compliments, it was found several research findings had the same explanation as previous studies. In this study, there are 2 categories of compliments used by teachers to praise students, namely; compliments on topics of appearance and topic of ability. Each type also has its category, such; as personal appearance, possession, general ability, and specific-act ability.

The first is a personal appearance which explains a compliment that occurs by relating an appearance to someone's personality. Everyone will be very happy

when seeing the advantages that are in front of them, none other than a very beautiful appearance, surely it will be an act of praise. The findings in this study show a compliment on personal appearance occurs when a teacher sees the students who look more happy and fresh when they meet the teacher. In addition, a word spoken by the teacher when meeting with the student contains a compliment and the praise is spoken only for one person. The function statement of the findings above has similarities to Wolfson (1993), stating that the personal appearance is one of the categories of compliment that contains a meaning or explanation of an appearance in a person's personality.

Comparing a compliment that states a person's advantages over appearance also has similarities to the research conducted by Krisdayanta (2019), explaining that the compliment on the appearance found in the research is also the most of the complement use the word look. Examples of compliments that occur in this study are compliments on the hairdo, compliments on the dress, and compliments on the figure. There are many references to praise appearance in these previous studies, but all of them discuss an appearance that is found in a person's personality.

The second type is possession, the discussion also has similarities to previous research. Possession type in the discussion of a compliment is a compliment that occurs because the complimenter wants to praise the recipient which involves a personal possession and it is also common in social interactions. Based on Wolfson (1993), the possession describes a compliment that explains the praise that occurs because of equating the position of the recipient of the praise

with his possession. The data presented in the findings in this study are a teacher's praise speech praising students for student actions that make the teacher happy. A compliment delivered by teachers has a relationship with student ownership as recipients of praise. Therefore, the act of praise that occurs is included in the act of praise that is in possession, such as equating his excess with his possession.

This study has similarities with previous research proposed by Khan & Rustam (2017), explaining that the possession type of praise speech also occurs, the difference between the previous research and this research is that in this study the possession type only appears once and that also happened to female students, but in previous studies, it happened to male and female students, but also a lot of rejection by male students of the praise. Not only that, the similarity between the previous research above and this research is the acceptance of this possession praise which mostly happens to female students. In addition, words of praise of the possession type also occur in teaching and learning activities between teachers and students, but this can be said to be rarely done compared to other compliments.

Another similar finding is general ability. General ability is a compliment response that has the meaning of praise in the context of a talent. The talent referred to in the explanation is the talent that many people can do, and it does not require that only certain people can perform these actions. Based on the findings in this study, the praise that was received due to someone's actions gave rise to their talents. In the context of teaching and learning between teachers and students, every teacher will often appreciate students who have obeyed the

teacher's orders. Further, the praise spoken by the teacher can also motivate students in terms of student self-confidence. Supported by the theory presented by Eccles (2009), which states that praise can motivate one to be confident in terms of interest, usefulness and the influence of other positive things.

The majority of the utterances that come out include general ability praise. According to Wolfson (1993), the general ability is a word of praise that occurs due to an excess in a general talent which includes skills, creativity, and tastes of a person who categorizes in general abilities. In addition, the statement about a compliment presented by Wolfson (1993) also has similarities with the research conducted by Nabila (2019), which also states that the data was found in the context of general ability. The praise given in the previous study stated that the compliment was also a word of praise that occurred due to an excess in a general talent which included skills, creativity, and tastes of a person who categorizes in general abilities.

The fourth type is specific-act ability. Specific-act ability praise is a word of praise intended to praise a specific talent. According to Wolfson (1993), specific act ability is the definition of specific-act ability, which describes a compliment that is specific to act in certain situations and conditions, including the ability of certain actions. The specific meaning of talent is talent that is only owned by a certain person. Based on the findings in this study, namely finding a word of compliment by the teacher in the context of a student's talent. One example of the data obtained is when the teacher orders something to the student, and only one student can carry out the order, thus making the teacher praise the

student. Therefore, it can be concluded that an action can be called a compliment on a specific-act ability. This research is also in harmony with research conducted by Rahdayanti (2017), in which the study also discusses a compliment spoken by a speaker caused by the recipient having a special talent, therefore the action is called a specific type of compliment act-ability.

Further, in this study, the researcher found various data related to all categories in this compliment. It was found that the teacher gave the compliments in various categories, and the researcher could get a lot of data to be discussed in the research. Related to the discussion of compliments delivered by teachers, teachers often use compliments that are included in the category of personal appearance and general ability. The researcher found 10 data related to personal appearance and 50 data related to general ability. The two types have something in common where personal appearance talks about an advantage that a person has related to appearance, while general ability is a compliment that is conveyed for an advantage that a person has regarding the ability.

The teacher often conveys these two praises, maybe it is also due to the existence of this research whose object of research uses teaching and learning activities in the classroom. Examples of personal appearance compliments that often occur in the classroom are teachers praising students who look very enthusiastic about learning so that their faces look very fresh, or also praising students who look very neat. While the complement of general ability that often occurs in the classroom is by praising creativity, experience, and personal value, usually the teacher praised the student by saying the word "excellent, good job".

Moreover, many other words and phrases of praise are also used by teachers, and they all lead to very positive things for the recipients. However, the words of praise spoken have a very positive impact on the recipient.

2. Compliment responses are uttered by female and male English Learners at Al-Masduqiyah Islamic Boarding School

This section discusses a response to compliments. Understanding of compliment response based on Holmes (1988), a compliment response is a verbal response that is heard and captured by the recipient of the compliment. Each person's reaction must have a different response. It was also explained that a compliment response includes a common sentence or phrase that people say after receiving a compliment. The compliment response also occurs when the recipient of the complement gets a compliment on appearance, talent, possession, and also something valuable in itself. The explanation of the praise response also has similarities to what has been described by previous researchers Yang, et al (2020) in their research.

The study explains that the response to compliments is done through formulaic utterances. Doing a compliment response also has its own function, namely knowing it can be explored and knowing how to respond to good praise in interactions between teachers and students in an intercultural academic setting. The discussion of responses to this praise has differences and similarities with previous research. There are several types of praise responses found in this study, namely 11 categories, such; as appreciation token, agreeing on utterance,

qualifying utterances, return the compliment, disagreement utterance, question accuracy, credit switch, and informative comment. Besides, each type also has its own category. Overall, 8 categories have similarities with previous research and 3 categories that have differences with previous research.

The first is discussing an understanding of acceptance. According to Holmes (1983), the notion of acceptance is a compliment response that has characteristics that the recipient usually responds by saying thank you or just with a smile indicating that the recipient accepts the compliment. The similarity of this research to previous research proposed by Yang, et al (2020) discusses complement response in Teacher-Student interaction, namely the similarity in responding to compliments by accepting their praise and responding by saying thank you for the compliment that has been said. While the difference is about previous research responding to compliments and receiving compliments in different forms. They accept it often combined with their respective traditional cultural norms which are simple and closed. Besides, the response to a compliment by receiving the compliment is very often done and found, because receiving this compliment with gratitude is a very easy thing to express, therefore the majority of the recipients of praise respond to their praise by receiving it. The next explanation is about the similarities of this study with previous research.

The first similarity is in the type of appreciation response token appreciation. An appreciation token is a compliment response that occurs because of something interesting that the act of praise occurs. An appreciation token is a compliment response that contains an appreciation of someone (Holmes 1988).

The findings in this study show how students respond to compliments. The appreciation token response was used by students to answer a compliment because students felt that it matched the praise they received. The explanation of the research obtained in this study has similarities to previous research conducted by Mohajeran (2013). Mohajeran (2013) explains how the recipients receive the praise they get. The data presented in this study are in the form of the words *"thank you", "good", "yes", "cheers", etc.* It can be seen from the presentation that it looks very similar to the research currently being carried out in this study, although both studies have different research objects, they both have the same response to the appreciation token type of compliment response.

The second type which also has something in common is agreeing on the utterance. Agreeing on utterance is a response to a compliment that contains an intended speech with a speech of approval for the praise received. The recipient of the compliment can respond to the praise given to the recipient because the recipient of the complement feels that the praise he gets is proportional to what he does. The speech data of praise responses in the form of approval can also be found in previous research conducted by Phoocharoensil (2012). In this previous study, it was explained that agreeing on utterances also often occurs in everyday life. The speech used is usually shaped like the answer to the word *"we agree .."*. This explanatory statement is also explained by Holmes (1988). Therefore, the two studies are considered the same.

The third similarity is in the qualifying utterance type. Qualifying utterance describes a response to a compliment that occurs because of an utterance

of praise. The qualifying utterance praise response occurs because the recipient of the praise feels that the praise he gets is in accordance with the actions taken. Responses in the form of qualifying utterances usually sound like a speech that serves to clarify the spoken utterance. According to Holmes (1988), a qualifying utterance has occurred when the receiver of a compliment response downplays the object of the compliment or qualifies the compliment assertion. This study has similarities with previous research conducted by Korkmaz (2020), which also explains a compliment response in the form of a speech in the form of receiving a compliment with a downgrading utterance response. The form of the response is usually expressed by affirming the praise, and giving feedback that the compliment can be well received.

The fourth is the return compliment. A return compliment is a compliment response that is said after getting a compliment. A return compliment contains a response utterance by returning the praise that has been received by the recipient of the response, or it can be called the recipient of the compliment praising the original speaker of the compliment. This return compliment research has similarities to previous research conducted by Fatma (2019). The study explains that receiving a compliment is not always just receiving and saying thank you, but we can respond to the compliment in a different way. In this context, it explains that responding to praise can also be done by praising the speaker of the compliment. The data obtained in previous studies are similar to the data obtained in this latest study. The similarity is not in the spoken answer but in the context

and intent of the response. This is also the same as the understanding referred to by Holmes (1988).

The fifth similarity is the type of credit switch. The definition of credit switch according to Holmes (1988), is a response to a compliment that is spoken with an avoidance, usually, the recipient changes the topic of conversation or evades by answering that the compliment delivered is not true. The recipient avoids compliments directed in various ways by shifting or deflecting the credit elsewhere. In a study, it is recommended to compare and contrast with previous research. Therefore, the similarities between this research and previous research made by Fatma (2016) which discusses complement response in Turkish studies.

The similarity between the two studies is the avoidance response data that occurred in both studies. Speech response of praise with avoidance is equally common in both studies, the avoidance is by diverting the conversation, and giving back the speaker's question. Besides, the difference between the two also exists, there is the concept of using avoidance, which this research is aimed at students in teaching and learning activities, but previous research discusses the speech of praise in the concept of everyday life. Therefore, the conclusion is that the praise response in the context of avoidance was found to be the same after comparing with previous studies. The use and avoidance of speech in praise responses are spoken by diverting the conversation or by giving the speaker of praise back.

The sixth similarity is the type of sequential avoidance. Sequential avoidance is a compliment response that is shaped as an avoidance response. The

response describes the avoidance that takes the form of a diversion or diverting from a given statement. Holmes (1988) explains that sequential avoidance is the reaction shown in the following utterances, it allows listeners to avoid responding to compliments. The avoidance is carried out to use a good language structure. It caused something to offend the speaker of praise. This is in line with research conducted by Motamedi (2019) which also explains the response to praise by responding to a diversion.

According to Holmes (1988), the word reject praise is to explain how the recipient of the complement rejects the compliment that is said to the recipient, the rejection occurs because the recipient of the complement feels that it does not match the compliment spoken, and the recipient of the complement rejects the compliment. The seventh type is disagreement utterance. Disagreement utterance is a response to the speech of praise which is a rejection of the praise received. The refusal contains a disagreement with the praise received. In addition, there was a rejection. The similarity of the type of order to the eighth is the type of question accuracy. Question accuracy is a compliment response that is included in a rejection. The rejection that occurs in the interaction is by giving the speaker a compliment with a question. Therefore, it is called question accuracy.

The similarity in this study with previous research created by Mohajeran (2013), is that these two studies both discuss a compliment response with the concept of rejection. The rejection that occurs can be said to be a rejection that does not hurt the speaker too much because the recipient of getting a compliment is not a bad thing but it is still a positive thing. The concept is that the recipient

who gets the compliment cannot accept the compliment, and the recipient rejects the compliment. There are differences, namely, the difference is only in the context of the object in the study, where previous research used two objects to compare the results, but this study only used one object, namely English language students in the classroom. Although different in the object of research, the results and responses spoken by the recipients of the praise are the same. maybe the difference can be in the expression in conveying the refusal.

This section also explains the types of compliment responses that are different from previous research. The first research that has a difference is the type of informative comment. The informative comment is to explain a compliment response in the form of avoidance. Avoidance in responding to the praise is done by providing new information or explaining something new, and it cannot continue the praise. According to Holmes (1988), an Informative comment is a praiseworthy response that is relevant information for a compliment. This study has differences from the research conducted by Korkmaz (2020). The difference occurs in the explanation of the type of praise response. In this study, avoidance is done by adding new information, whereas, in previous research, it was discussed how the avoidance of praise was done by providing more explanations for the praise given.

The second difference is the type of refusal. Refusing is a compliment response used to describe an avoidance response. The avoidance used is by using the word rejection. According to Holmes (1988), means the recipient of the complement transforms the subject discussion while receiving a compliment. This

study has differences from previous research conducted by Fatma (2016), it was explained that the response to praise in the form of avoidance was carried out by reassignment. Reassignment describes a refusal by taking the compliment back and stating that the recipient of this compliment is not the right person to get the compliment.

The last difference that occurs is the type of ask for reassurance. The definition of this type is a complement response in the context of avoidance that gives a response by using a question for the speaker of the compliment. In Holmes (1988) it is explained that asking for reassurance is when the receiver of the complement gives a question to the complimenter. This study differs from the research conducted by Mohajeran (2013), it is explained that the avoidance carried out in previous research is by saying a request for the truth of the praise that has been conveyed which aims to avoid the compliment.

The discussion about the compliment response in this study is that participants use three types of compliment responses, including accept, ignore, and reject. Each type has its subcategories. The first is acceptance. Accept has 4 subcategories, including appreciation token, agreeing utterances, qualifying utterances, and return compliments. Appreciation token, which is a response to praise that appreciates a compliment received, is often pronounced "*thank you*" or marked with body language, namely "*smile and nodded*". The agreeing utterance is discussing a response to a spoken compliment by accepting and agreeing to the compliment it receives. Qualifying utterance is a response to praise that discusses how to receive a compliment but accept it by clarifying a compliment. The last

one is a return compliment means a response to a compliment that discusses a compliment by turning a compliment to the speaker. According to the 4 categories above, the type that is often used by students to respond to the compliment is the appreciation token, which consists of 31 data in this study. The appreciation token found in this study was by answering "*thank you, alright, of course*" while the appreciation token response with body language was "*smile, nodded, or applause*".

The discussion on the Ignore category consists of 5 categories, which the ignore category also has subcategories, including Credit switch, informative comment, refusing, sequential avoidance, and asking for reassurance. The notion of a credit switch is a response to a compliment that is spoken with avoidance. Usually, the recipient changes the topic of conversation or evades by answering that the compliment delivered is not true. An informative comment is a response to praise that occurs when the speaker gives a compliment, the recipient responds by adding new information related to the compliment. Refusing is a response to praise which means rejection, the recipient rejects the compliment spoken by the speaker of the compliment. Legitimate evasion is a response to praise that is done by asking the speaker to repeat the compliment that was said so that it can change the mood of the speaker. The last one is asking for a reassessment, which is a response to the compliment that is spoken with a request for the truth about the compliment delivered.

The category of ignoring the compliment response that is often used is credit switch and informative comment. The use of both is to avoid compliments

spoken to the recipient. The recipient does not immediately say that the student rejects the compliment but is done avoiding the compliment by holding a new discussion. The object of research is in a class that is carrying out teaching and learning activities, the cause of the recipient avoiding the compliment may be that the recipient feels unsuitable to receive the compliment. However, surely the recipient of the compliment also feels that the compliment can support students in the future.

The last category is the compliment response category of reject. This reject category has 3 subcategories, namely disagreement utterances, question accuracy, and defiance of the integrity of the compliment. The researcher found 5 types of rejecting data in this study, namely: 1 data of disagreement utterance, and 4 data of question accuracy. However, in this study, there were no examples of reject-type compliment responses which were included in the category of defiance of the integrity of the compliment. For the discussion of the type of rejection compliment, a response will only discuss the 2 categories of rejection that have data in this study. The category that is often used is the question accuracy category, in which the recipient when receiving a compliment responds by asking a question to the speaker of the compliment, thus meaning that the recipient of the compliment rejects a compliment that was delivered to him.

To sum up, that has already been answered and explained about the problems of compliments and its response that occurred at the Al-Masduqiyah Islamic Boarding School. It has explained in detail the type of strategy on the research topic. In this discussion section, it has also been explained very clearly,

which to provide more extensive information, it also describes the results of the study by comparing and looking for similarities between this study and other studies, after that evaluate the final results of the findings found in comparative research the. In this case, the phenomena in this study are also based on the theory created by Wolfson (1993) and Holmes (1983), which this research will be well directed.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the results of this study in conclusions based on the findings and discussion. In addition, there are also suggestions for researchers who are studying related to this research.

A. Conclusion

The discussion of the findings above shows that there are 2 types of compliments used by English teachers at Al-Masduqiyah Islamic Boarding School when praising students in class during teaching and learning activities. The compliments are topic of appearance and topic of ability, from 66 overall data found there are 11 data including the topic of appearance and 55 data including the topic of ability. The topic of appearance type consists of 2 categories, personal appearance, and possession. While the topic of ability type consists of 2 categories: general ability, and specific-act ability. The most dominant research on giving praise uses the topic of ability type, which is also carried out in the class activities. On the other hand, this study also found compliments in the form of saying *MasyaAllah* in teaching and learning activities. There will be a lot of compliments that aim to motivate students in class, with the hope that students who have excelled will still maintain their achievements, while students who still lack achievement hopefully can increase their learning motivation.

The compliment responses that found in this research are accepted, ignored, and rejected types. From the 66 data, it was found that there were 45 data belonging to the accept type, 16 data belonging to the ignore type, and 5 data belonging to the reject type. The accept type consists of appreciation token, agreeing on utterance, qualifying utterances, and returning the compliment. The ignore type consists of credit switch, informative comment, refusing, sequential avoidance, and asking for reassurance. The reject type consists of disagreement utterance, question accuracy, and defiance of the integrity of the compliment, but this study only uses 2 types of reject, namely disagreement and question accuracy because the researcher did not find research data for the type of defiance the integrity of the compliment. The category of compliment response that is often used is the type of acceptance, while students often receive praise spoken by the teacher and respond to compliments.

B. Suggestion

This section describes several recommendations that can be used as recommendations after completing this study, as follows. In this study, the researchers explained the compliment teachers used in terms of appearances and abilities, the most significantly used was ability type. Additionally, students used compliment responses based on accepting, ignoring, or rejecting compliment responses. Many students responded to compliments by accepting the compliment, and some students also responded to the compliment by ignoring, on the other hand this research did not find many uses for rejection. The explanations

focus on the social environment of boarding schools in great detail and provide a variety of examples that are easy for the reader to understand. I hope this researcher can help as a reference for readers.

The future researchers who want to raise the discussing about compliment and its responses may be able to discuss this topic from a different angle, for example researching compliment and responses in everyday life, in literary works, in a corporate agency, in film, or discussing focusing on the differences between male and female in using complement and its response. Hopefully, this research can provide new ideas and contribute a lot to the latest research in the future. Researcher hopes that the next researchers will be able to provide more research on different approaches or subjects.

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CURRICULUM VITAE



Raudhatul Jannah was born in Probolinggo on November 26, 2000. She graduated from MA Darullughah Wal Karomah in 2018. During her study at the Senior High School, she actively participated in the English Lover Club (ELC) organization. She started her higher education in 2018 at the department UIN Maulana Malik Ibrahim Malang and finished in 2022. During her study at the university, she joined AMIPRO UIN Malang, IMADA, and H.A Pecinta Yatim to increase her relationship, knowledge, and experiences.

APPENDIX

(Appendix A)

1. Compliment			
Types	No.	Utterances	
Topic of Appearance	Personal Appearance	1	You look so happy and fresh today. I'm glad to see this.
		2	Thank you, Tina, for your information. I hope they will join us soon. So they won't miss the lesson.
		3	Wow, very good expression in practicing the conversation
		4	I can see there is no problem in doing the game, that's a good job everyone
		5	So, it's a fun game, isn't it?
		6	I'm happy to hear that
		7	That's quite amazing. I also agree with your suggestion.
		8	Wow, it's an amazing show, isn't it? let's give applause
		9	I can see that you draw happy faces here. That means you enjoy this class, right?
		10	I'm very proud of your performance today
		Possession	11
Topic of Ability	General Ability	12	You did it well, it's perfect. I like the way you tell your experience and also the way you respond to the question. Good job!
		13	Good idea Adam and Sari, what both of you talk about is the right thing.
		14	Very good, Irfan.
		15	Great, thank you.
		16	Good answer!
		17	Good, thank you.
		18	Yes, you have a wonderful word.
		19	Well, I'm so proud of you. All the

			groups did a good job, thank you.
		20	Good question!
		21	Ok, good job. Your answer is almost perfect.
		22	Good reading.
		23	Ok, good job.
		24	Well, all of the group did a good job, give applause for us
		25	I'm sure that all of you understand the explanation, got it?
		26	Thank you, Santy. You give a good conclusion, let's give applause.
		27	Very good
		28	Thank you very much. I will see you next week.
		29	Don't worry. I'm sure you did it well
		30	Well done, Adi.
		31	Just need to improve a little bit your intonation when you asking question
		32	Excellent!
		33	Alright good, this is your card.
		34	Okay, let's do your best!
		35	It's fantastic! give applause
		36	Well, all of the groups have performed on the talk show. you did a very good job
		37	I'm satisfied with this result, thank you
		38	Ok, thank you for asking, Adi. very good question
		39	Ok, good.
		40	Thank you, Sari. You are right.
		41	Oh, it sounds great
		42	Yes, I think this is a good idea. How about another?
		43	What is your impression after watching this video. Is it excellent, right?
		44	Ok, good answer!
		45	Scary? Yes right.
		46	Oh, how smart a student is.

		47	Wow your writing is very good
		48	Ok, good job.
		49	Ok, the answer is perfect
		50	Okay, good (applause)
		51	Thank you for your attention
		52	Yes good, clap your hands!
		53	Your answer is completed, good job
		54	Good, is it the right answer students?
		55	Great! I am pleased to hear that. Thank you, Rahmi.
		56	Sounds great!
		57	Good job everybody.
		58	I like your sentence
		59	It's good but you speak too fast, please try it again.
		60	Well, that's exactly what I want, you are great.
		61	Yes, you are right.
		Specific-act Ability	62
63	And for all of you, thank you very much. I'm really satisfied with your achievement in this lesson.		
64	MasyaAllah, your voice is very nice.		
65	Ok good job all, I like the way you make the conclusion. I'm very proud of you		
66	Wow, that's great. That's also a process of getting knowledge.		

(Appendix B)


2. Compliment Responses			
Types		No	Utterances
Accept	Appreciation Token	1	Thank you, Ma'am.
		2	(smile and applause)
		3	Yes, I do.
		4	Thank you, Ma'am
		5	You are welcome, Ma'am
		6	Sure, Ma'am
		7	(smile)
		8	(smile and nodded)
		9	(applause and smile)
		10	(applause)
		11	yeay (applause)
		12	yeay (happy and applause)
		13	Glad to see you happy, Ma'am.
		14	(Applause).
		15	(giving applause)
		16	See you, Ma'am
		17	Thank you ma'am, for having a nice chat.
		18	Thank you.
		19	(smile and nodded)
		20	Of course, Ma'am.
		21	Thank you, Ma'am
		22	Thank you very much, Ma'am
		23	No worries, Ma'am.
		24	Alright, Ma'am.
		25	Right ma'am, of course.
		26	(smile)
		27	Thank you too, Ma'am.
		28	(smile)
		29	Thank you, Sir.
		30	(smile)
		31	Thank you too, Ma'am.
	32	We agree with you, Ma'am.	
	33	Got it, Ma'am	
	34	It's fun, Ma'am.	
	Agreeing on Utterances		

		35	We are so excited, Ma'am.	
		36	You are welcome, Ma'am	
		37	Ready to go, Ma'am.	
		38	It's very sad, Ma'am.	
		39	It's very scary	
		40	You are welcome, Sir.	
	Qualifying Utterances	41	We are also really happy and enjoy this class, isn't it, Ma'am.	
		42	So happy to hear that, Ma'am. (applause)	
		43	Absolutely right, Sir.	
	Return Compliment	44	It's also thanks to you that you have chosen a very nice uniform for us, ma'am.	
45		You too, Ma'am.		
Ignore	Credit Switch	46	My words are still far from perfect, Ma'am.	
		47	I will give my best, Ma'am.	
		48	I just give you my best answer, Sir.	
		49	I only practiced what you showed me just now, Sir.	
		50	Yours is better too, Sir.	
	Informative Comments	51	I learn from my mistakes. Thank you, Sir.	
		52	I just want to give my best answer, Ma'am.	
		53	I will correct my intonation, Ma'am.	
		54	We will make this better, Ma'am.	
		55	I am so shy	
	Refusing	56	I am not the best one, Sir.	
		57	I am afraid it's over, Ma'am.	
		58	Let me repeat it, Sir.	
	Sequential Avoidance	59	(Applause) sorry if there are mistakes in the talk show, Ma'am.	
		60	It sounds nice Ma'am, but my words are still ordinary.	
	Ask for Reassurance	61	Sure, Ma'am?	
	Reject	Disagreement Utterance	62	My friend is also confused about it,

			Ma'am.
	Question Accuracy	63	Is this clear enough, Ma'am?
		64	Is it better, Ma'am?
		65	Is our reading correct, Ma'am?
		66	How do other students answer, Ma'am?

Appendix Consent Form

(Consent Form "Teachers")


 English Literature Department
 Jl. Gajayana 50 Malang 65144, Jawa Timur Indonesia
 Phone +1 (0341) 551354; Website: <https://humaniora.uin-malang.ac.id/>

PERNYATAAN KESEDIAAN MENJADI RESPONDEN PENELITIAN

Saya yang bertanda tangan di bawah ini:

Nama :
 Usia :
 Pekerjaan :
 Alamat :

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut:

Nama :
 NIM :
 Judul :
 Prodi :

Saya sudah dijelaskan bahwa jawaban saya hanya akan digunakan sebagai keperluan penelitian dan saya mengerti bahwa segala informasi yang saya berikan akan dijaga kerahasiaannya bagi peneliti dan pembimbing. Saya mengerti bahwa setiap hasil yang dipublikasikan akan menggunakan nama samaran dan temuan tidak akan dilaporkan dengan cara yang akan mengidentifikasi saya atau institusi saya.
 Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, 4 April 2022.



English Literature Department

Jl. Gajayana 50 Malang 65144, Jawa Timur Indonesia

Phone +1 (0341) 551354; Website: <https://humaniora.uin-malang.ac.id/>

PERNYATAAN KESEDIAAN MENJADI RESPONDEN PENELITIAN

Saya yang bertanda tangan di bawah ini:

Nama : [REDACTED]
 Usia : [REDACTED]
 Pekerjaan : [REDACTED]
 Alamat : [REDACTED]
 Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut:

Nama : [REDACTED]
 NIM : [REDACTED]
 Judul : Tes [REDACTED]
 Prodi : [REDACTED]

Saya sudah dijelaskan bahwa jawaban saya hanya akan digunakan sebagai keperluan penelitian dan saya mengerti bahwa segala informasi yang saya berikan akan dijaga kerahasiaannya bagi peneliti dan pembimbing. Saya mengerti bahwa setiap hasil yang dipublikasikan akan menggunakan nama samaran dan temuan tidak akan dilaporkan dengan cara yang akan mengidentifikasi saya atau institusi saya.

Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, 4 April 2022.

[REDACTED SIGNATURE]



English Literature Department

Jl. Gajayana 50 Malang 65144, Jawa Timur Indonesia

Phone +1 (0341) 551354; Website: <https://humaniora.uin-malang.ac.id/>

PERNYATAAN KESEDIAAN MENJADI RESPONDEN PENELITIAN

Saya yang bertanda tangan di bawah ini:

Nama [REDACTED]
 Usia [REDACTED]
 Pekerjaan [REDACTED]
 Alamat [REDACTED]

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut:

Nama [REDACTED]
 NIM [REDACTED]
 Judul [REDACTED]

Prodi [REDACTED]


Saya sudah dijelaskan bahwa jawaban saya hanya akan digunakan sebagai keperluan penelitian dan saya mengerti bahwa segala informasi yang saya berikan akan dijaga kerahasiaannya bagi peneliti dan pembimbing. Saya mengerti bahwa setiap hasil yang dipublikasikan akan menggunakan nama samaran dan temuan tidak akan dilaporkan dengan cara yang akan mengidentifikasi saya atau institusi saya.

Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, 4 April 2022.

[REDACTED]

(Consent form “student”)



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 Phone +1 (0341) 551354; Website: <https://humaniora.uin-malang.ac.id/>

PERNYATAAN KESEDIAN MENJADI RESPONDEN PENELITIAN

Malang, 04 April 2022.

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut:

Nama : [Redacted]
 NIM : [Redacted]
 Judul : [Redacted]
 Prodi : [Redacted]

Yang bertanda tangan di bawah ini:

No.	Nama	Tanda Tangan
1	[Redacted]	[Redacted]
2	[Redacted]	[Redacted]
3	[Redacted]	[Redacted]
4	[Redacted]	[Redacted]
5	[Redacted]	[Redacted]
6	[Redacted]	[Redacted]
7	[Redacted]	[Redacted]
8	[Redacted]	[Redacted]
9	[Redacted]	[Redacted]
10	[Redacted]	[Redacted]
11	[Redacted]	[Redacted]
12	[Redacted]	[Redacted]
13	[Redacted]	[Redacted]
14	[Redacted]	[Redacted]
15	[Redacted]	[Redacted]

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Kami sudah dijelaskan bahwa jawaban kami hanya akan digunakan sebagai keperluan penelitian dan kami mengerti bahwa segala informasi yang kami berikan akan dijaga kerahasiaannya bagi peneliti dan pembimbing. Kami mengerti bahwa setiap hasil yang dipublikasikan akan menggunakan nama samaran dan temuan tidak akan dilaporkan dengan cara yang akan mengidentifikasi saya atau institusi kami.

Kami menyetujui informasi dan pendapat yang telah kami berikan dalam setiap laporan penelitian ini dan kami dengan suka rela bersedia mejadi responden pada penelitian ini.